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ABSTRACT

Presented is a curriculum guide on household arts developed as part of the Adjustment Training Program of the Greater Pittsburgh Guild for the Blind. Objectives and learning experiences are described for the following seven units: orientation in the kitchen, basic food preparation, advanced food preparation, laundry, housekeeping, basic sewing, and advanced sewing. (CL)

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ED157258

professional series 3

HOUSEHOLD ARTS

A Curriculum Guide

Roena J. Markle, B.S.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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GREATER PITTSBURGH GUILD FOR THE BLIND

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FOREWORD

Household Arts

The Household Arts program for persons at The Greater Pittsburgh Guild for the Blind is an individually prescribed program. The scope and sequence of instruction are determined by the Trainee's specific needs, background, accompanying disabilities and potential.

For the past seven years, Mrs. Roena J. Markle has been primarily responsible for the continuous refinement of the Household Arts Curriculum and Guide. There is a continual search, with Trainee involvement, for additional and/or alternate, efficient and safe methods and techniques.

Within the Guide specific experiences, procedures and techniques are suggested which have been found successful in developing the skill and confidence necessary to function in the household setting. These are not all-inclusive. The objectives and learning experiences have been organized into resource units of work. This organization should greatly facilitate another instructor in the planning and differentiation of instruction for a particular individual. The Guide, however, cannot be used as a daily teaching manual. It is offered as an instructional strategy. The expert instructor should be skilled in selecting, adapting, and/or modifying the recommended objectives, experiences and procedures as she develops a Household Arts Course for a particular clientele.

Although the Guide is written with a woman in mind, it must be understood that many men have successfully completed this course at the Guild. The majority of men have been those individuals rehabilitated as homemakers or who have always enjoyed activities included in the Household Arts Course.

Roseann B. Reid, Ed.D.
Educational Consultant

ACKNOWLEDGMENTS

This Curriculum Guide is representative of the information and creativity of many individuals who have been involved in the teaching of Household Arts at The Greater Pittsburgh Guild for the Blind. In an endeavor such as this, it is always difficult to isolate and acknowledge individuals and expound upon the significance of their contributions. Notwithstanding this, we would be greatly remiss if we did not express extreme gratitude and indebtedness to the more than 1000 blind men and women Trainees who have participated in Personal Adjustment Training at The Greater Pittsburgh Guild for the Blind. We learned a lot from them. These individuals of various backgrounds and ages added to our understanding and analysis of the effects of visual deprivation, and how this deprivation could be overcome. Without their assistance and cooperation, this Guide would not have been possible.

We also wish to acknowledge Roseann B. Reid, Ed.D., our Educational Consultant. Without her gentle prodding, guidance, and technical competence, we could not have gone to press. We must especially acknowledge L. Leon Reid, Ph.D., Director, who has provided dynamic leadership over the years and insisted that this knowledge be made available to other professionals in the field of blindness. We thank the editor of *The Guild Approach* (our newspaper), Patricia Larkin, B.A., for her corrections and suggestions.

Through the years there have been many instructors who have contributed ideas and experiences in the teaching of Household Arts. Those individuals include: Ann Bachus; Dolores Peabody, M.Ed.; Mildred Rubenstein, B.A.; Constance Long, M.Ed.; Barbara Brown, B.A.; Linda Ritz Olson, B.S.

And finally a special thank you is given to Mira Eyman, B.S., Household Arts Instructor and Linda Lowry, B.S., Sensory Training and Mobility Instructor for their constructive help while this Guide was being written.

R.J.M.

We thank the following Trainees pictured in this Curriculum Guide: Wanda Adams, Florence K. Copeland, Norma Jean DiPofi, Letitia Dyke, Zelma Huggins, Duane Jackson, Mary J. Kronz, Leona McClellan, Wilmer Miller, Mary Plovish, Joanne Spinelli, and Susan Thomas.

CONTENTS

Foreword	Page 1
Acknowledgments	Page 3
Contents	Page 5
Introduction	Page 10
Major General Objectives	Page 15
Unit I: Orientation in the Kitchen	Page 16
Unit II: Basic Food Preparation	Page 20
Unit III: Advanced Food Preparation	Page 56
Unit IV: Laundry	Page 84
Unit V: Housekeeping	Page 90
Unit VI: Basic Sewing	Page 102
Unit VII: Advanced Sewing	Page 110
Progress Chart	Page 119
Metric Table	Page 122
Suggested Training Recipes	Page 123

UNIT I: ORIENTATION IN THE KITCHEN

Objective A — Page 16
The Trainee will be oriented in the kitchen.

Objective B — Page 17
The Trainee will use systematic procedures to organize the work area and in preparing foods.

UNIT II: BASIC FOOD PREPARATION

Objective A — Page 20
The Trainee will spread soft, semi-soft, and hard substances onto the surfaces of selected foods.

Objective B — Page 22
The Trainee will safely pour cold and hot liquids.

Objective C — Page 24
The Trainee will safely operate the surface burners of a gas and/or electric range.

Objective D — Page 29
The Trainee will safely fry food using basic frying techniques. She will use the cold and hot pan method.

Objective E — Page 33
The Trainee will accurately set a Braille timer.

Objective F — Page 33
The Trainee will safely operate a gas and/or electric oven.

Objective G — Page 35
The Trainee will measure, blend and mix ingredients for a food product.

Objective H — Page 36
The Trainee will fill an appropriate size pan for a batter product.

Objective I — Page 42
The Trainee will oven-fry foods.

Objective J — Page 43
The Trainee will safely use knives and/or vegetable peelers to peel, slice and dice fruits and vegetables.

Objective K — Page 48
The Trainee will safely operate a can opener to open cans of various sizes.

Objective L — Page 49
The Trainee will safely boil and/or simmer foods.

Objective M — Page 51
The Trainee will safely operate a blender.

Objective N — Page 53
The Trainee will prepare vegetable, fruit and molded salads.

Objective O — Page 55
The Trainee will independently prepare breakfast and/or lunch for herself and/or guests.

UNIT III: ADVANCED FOOD PREPARATION

Objective A — Page 56
The Trainee will safely operate an electric frying pan.

Objective B — Page 57
The Trainee will fry a quantity of food using the cold pan method, e.g., vegetables and meats.

Objective C — Page 60
The Trainee will safely fry batter foods using the hot pan method.

Objective D — Page 62
The Trainee will safely add liquid and/or foods to a utensil that is hot.

Objective E — Page 63
The Trainee will place and remove cookies shaped by hand or dropped on a cookie sheet.

Objective F — Page 65
The Trainee will place thick batter into pans, bake and remove bar type cookies.

Objective G — Page 66
The Trainee will make, ice, and serve cake.

Objective H — Page 71
The Trainee will make pies.

Objective I — Page 75
The Trainee will safely and confidently french fry foods.

Objective J — Page 77
The Trainee will safely broil foods.

Objective K — Page 79
The Trainee will use a communicative device and prepare a recipe.

Objective L — Page 80
The Trainee will plan, make purchases for and prepare a meal for invited guests.

Objective M — Page 82
The Trainee will participate in the planning, preparing and serving of foods for group social activities.

UNIT IV: LAUNDRY

Objective A — Page 84
The Trainee will confidently sort and wash personal clothing.

Objective B — Page 86
The Trainee will safely and confidently iron her personal clothing.

UNIT V: HOUSEKEEPING

Introduction — Page 90

Objective A — Page 90
The Trainee will make a bed.

Objective B — Page 92
The Trainee will perform kitchen clean-up tasks systematically.

Objective C — Page 94
The Trainee will safely operate a food waste disposer.

Objective D — Page 95
The Trainee will safely and systematically load and operate a dishwasher.

Objective E — Page 95
The Trainee will use systematic procedures to clean household fixtures and furniture.

Objective F — Page 97
The Trainee will apply systematic procedures to clean a stove and refrigerator.

Objective G — Page 98
The Trainee will use systematic procedures to dust, scrub and/or vacuum a floor.

UNIT VI: BASIC SEWING

Objective A — Page 102
The Trainee will thread a needle for basic hand sewing.

Objective B — Page 105
The Trainee will accurately sew on buttons.

Objective C — Page 106
The Trainee will sew in a hem.

Objective D — Page 108
The Trainee will hand sew a seam.

UNIT VII: ADVANCED SEWING

Objective A — Page 110
The Trainee will safely operate the sewing machine.

Objective B — Page 112
The Trainee will construct a garment.

INTRODUCTION

Performing homemaking tasks involves many concepts and manipulative skills. What happens to the individual when the loss of vision occurs? While he may still conceptualize what is involved in performing a household task, he now lacks the "know-how" to perform the activity because of visual loss. This "know-how" might be attempted through trial and error on the part of the individual which results in burns, mistakes, loss of time, and total discouragement.

The purpose of the Household Arts Course at The Greater Pittsburgh Guild for the Blind is to provide the Trainee with the necessary understandings, skills and attitudes, through developmental experiences, to function safely, efficiently, and independently in the home environment. Realistic fears are controlled and confidence is developed in using the remaining senses.

When an individual enters the Guild for training, evaluation of his or her needs are made by the instructors in the respective courses. Variations in individuals are considerable. These individual variations and needs are recognized at the Guild and the program for each Trainee is an individualized one. While not all individuals receive instruction in Household Arts, the majority of homemakers are scheduled for double periods of instruction (80 minutes) two times a week or more. Classes are generally structured on a two-to-one (Trainee-Instructor) ratio. This includes both men and women. Some Trainees may not need this extensive of a program; and, he or she may not receive instruction in all areas of the Household Arts Course. As well, during instruction, evaluation of a Trainee's performance may indicate the need for a more concentrated program. It must also be understood by the reader that it is not unusual for the individual who lacks experience, knowledge, and basic concepts of homemaking tasks to require individualized and extensive instruction over a long period of time to achieve minimal objectives.

The Trainee and instructor establish objectives to be met during the course of training. Continuous evaluation of the Trainee's performance and/or needs provides further information for modifying objectives. Also, pacing and modification in instructional methods will depend on the degree of visual loss,

his or her own realistic fears, age, additional disabilities, and past experience in performing household tasks. Fears of family members are also relevant.

With all these variables in mind, this Curriculum Guide has been written to facilitate instruction in guiding a Trainee in the restoration of homemaking skills. It must be understood that this Guide has been written only as a reference for structuring a program. It cannot be used as a daily teaching manual. The intent of the Guide is to illustrate a developmental expanding strategy that has proven successful in working with hundreds of experienced and inexperienced persons who have lost their sight.

The Guide is organized into the following resource units of work: Orientation to the Kitchen, Basic Food Preparation, Advanced Food Preparation, Laundry, Housekeeping, Basic Sewing, and Advanced Sewing. The resource unit provides for cumulative learning. The objectives in each unit are so organized that the level of skill required to perform tasks within that unit increases. Additional experiences are suggested for the reinforcement of the skills. Built into the Guide are objectives and learning experiences that require application, synthesis of learning, and independent problem solving. These are not necessarily related to the particular unit but often include learning acquired in other units or courses.

The objective includes both the ability and the component parts of the ability which are emphasized. The objectives are used as guidelines for selecting content and learning experiences as well as a basis for evaluating. Within those objectives involving more complex and synthesizing behaviors, previously acquired skills are identified only as applications of those skills as related to the new context. If necessary, an instructor can refer to the objective in which the skills being applied were initiated in order to identify the specific component behaviors.

The Suggested Learning Experiences include only selected samples of content. For example, the choices of food that can be used are multitudinous in the food preparation unit. The experiences suggested are those that can be prepared within an 80-minute period. (At times the final stage of cooking or baking may need to be continued after the instructional period.) Just as every homemaker wants to use efficient techniques for perform-

ing any task, safe and efficient shortcuts are essential for the individual who is blind. The learning experiences suggest efficient methods, procedures, and specific techniques for achieving a given objective when a skill is introduced.

The units are written as vertical resource units and should not be perceived as being locked into a block of time. The contents of the units are taught simultaneously.

Evaluation is continuous. A brief conference is held between the Trainee and instructor at the conclusion of each class. Using the objectives as the basis for evaluating the Trainee's performance, decisions are made for the next lesson or several lessons. On-going records are maintained for each Trainee in the Household Arts course.

Evaluation of a Trainee's performance is not limited to that time when instruction is initiated. The achievement of an objective continues to be evaluated as the Trainee applies skills to a new context and as the skills become a part of an integrative learning experience. In the Guide, selected experiences that are used at a later time for further evaluation of an ability, or for specific objectives within that ability, are cited to show both short-term and long-term sequences.

A progress chart is maintained and referred to by the Household Arts instructor as well as staff members in related areas. This progress chart can be found in the Appendix. Through the progress chart, the staff has a means of comparing, cross-referring, diagnosing, and planning additional experiences. Ratings are made in pencil until final recording. It is of great importance that the staff interact on an ongoing basis to evaluate and plan experiences in all courses that will help the Trainee to reinforce and integrate understanding and skills related to all courses. When difficulties in specific areas are noted by instructional staff, this information is made known to the appropriate instructors. While not repeated within each objective, the Trainee's adequacy in the following abilities is also evaluated: visualization, manual dexterities, recall, problem-solving, self-initiation, self-evaluation and use of all remaining sensory abilities.

The following rating system is used in the evaluation of the Trainee's level of performance:

0—No instruction given;

1—Instruction given, is independent in this area, no limitations;
2—Requires more practice, need not be supervised;
3—Requires additional supervised practice and instruction;
4—Received instruction—prediction is that individual will always need supervision and/or assistance in this area;
5—No instruction given, is independent in this area.

To facilitate instruction in the Household Arts laboratory, a one-period seminar is conducted on a weekly basis. This provides an opportunity for discussion of problems and questions in areas of the course that are common to all the Trainees. Areas of discussions include the following: safety procedures; organization and efficient methods of food preparation; meal planning; budgeting; efficient organization; storage of food and equipment; methods of labeling; recipes (braille, cassette, large print); nutrition; new equipment and foods on the market; budgeting of time for cleaning tasks and entertaining.

Space age cookery, via the microwave oven, is currently being evaluated for the Household Arts curriculum. The factors of "newness," uncertainty of its value, and cost have not made the microwave oven a popular appliance among the blind who have come to the Guild. However, with the decrease in cost and the number of different models now available, instruction in using the oven as an alternate or supplement to conventional methods will be provided. The time-saving factor and efficiency in using the oven appears to be most promising. Over the next several months, extensive testing, analysis and evaluation will be made by the instructors and Trainees.

The Greater Pittsburgh Guild for the Blind is a residential facility. The Trainee spends approximately 15 weeks at the Guild. This environment is advantageous in that it allows for evening and weekend assignments in the Household Arts Course. It also permits time for social events, such as seasonal parties, buffets, and other forms of leisure activities planned by the instructor and Trainees. These assignments in leisure activities serve as additional measures of a given Trainee's progress in applying Household Arts skills.

Note: *Because the majority of Trainees who receive instruction in Household Arts at the Guild are women, the personal pronoun "she" is used throughout this Guide.* R.J.M.

MAJOR GENERAL OBJECTIVES

1. To be independent and confident in performing household tasks.
2. To overcome realistic fears associated with performing household tasks.
3. To be confident in using the remaining senses.
4. To be organized, safe and efficient in the home.
5. To be independent and confident to actively plan and/or participate in home and community social functions.
6. To apply understandings, skills, and/or attitudes achieved in related courses—Sensory Training, Mobility, Techniques of Daily Living, Audio Device Instruction, Visualization, Braille, Low Vision Aids, Handwriting, Spoken Communications, Leisure Time Instruction, and Counseling.

UNIT I
ORIENTATION IN THE KITCHEN

OBJECTIVE A

The Trainee will be oriented in the kitchen. In doing so, she will be able to:

- –use trailing techniques to locate and identify work area and major appliances;
- –use safe travel skills in going directly to major appliances and work area;
- –use trailing techniques to identify location and organization of cooking utensils within cabinets and drawers;
- –visualize and describe the kitchen.

Suggested Learning Experiences and Procedures

To aid the Trainee in gaining a visual picture of the room, the instructor will give a verbal description of the kitchen in relation to where the Trainee is seated. The Trainee will be asked questions related to the size and color of the kitchen, location of major appliances and work areas.

Walking human guide with the instructor, the Trainee will locate the major appliances and work areas. The instructor will point out the relationship of these objects to the doors and walls, verbally identifying each wall with its compass direction. The Trainee will then practice walking to the major appliances recognizing their relationship to each other and to the work area.

Examining her work area, the Trainee will verbally identify such items as canisters and small appliances. She will investigate the drawers and cabinets, identifying equipment and utensils, and note their organization. Those items she is unable to identify will be removed, identified by the instructor, then replaced by the Trainee.

Note: *In orienting the blind person to an unfamiliar kitchen, it is important that the instructor show the Trainee those items she will be using immediately. If everything in the kitchen is pointed out initially, the Trainee will have difficulty remembering the location of the items. Therefore, complete orientation involves adding new information as needed.*

The Trainee will compare the Guild's kitchen to her own in terms of size, location of appliances, and work areas. This provides the instructor with information concerning instructional adjustments that may need to be made. Example: If the Trainee has no counter work area in her own home, the table should be the work area for preparing foods during training.

A number of hypothetical situations in which the Trainee may need to become oriented to an unfamiliar kitchen will be discussed. One such situation may be the Trainee's becoming oriented to the kitchen at a cottage the family has rented for a vacation. The Trainee will enumerate those procedures and techniques she will use for orientation including the key questions she will ask of a sighted person.

Suggested Experiences for Further Evaluation

The Trainee will remain oriented to the kitchen and independently locate the equipment necessary to perform a given objective in subsequent Household Arts classes.

The Trainee will write a description of the kitchen in Handwriting class.

The Trainee will role-play a situation in which she will guide a sighted person, orienting her to an unfamiliar kitchen, in Spoken Communication class.

OBJECTIVE B _____

The Trainee will use systematic procedures to organize the work area and in preparing foods. In doing so, she will be able to:

- —consistently use landmarks to organize her work area;
- —assemble and use utensils and ingredients in a manner that will save time and prevent loss of motion and accidents.

Suggested Learning Experiences and Procedures

The Trainee will practice locating her work area using the back of the hand to trail the outside edge of counters and stove. The instructor will designate landmarks for identification of objects on the counter such as drawer handles opposite canisters, coffee pot or can opener. Any stationary item on the work area may be used as an orientation point (landmark) for organizational procedures in food preparation. The instructor will give examples of procedures the Trainee may use such as: (a) assembling and

placing all food ingredients and/or utensils to the right of the canisters and as they are used placing them to the left; (b) removing lids from containers that are to be replaced and consistently placing them in a pre-selected position on the work area; (c) routinely removing or leaving in the mixing bowl the utensil used for mixing; (d) discarding empty glass containers immediately; (e) placing non-edible items, such as peelings, paper, egg shells, and can lids on paper toweling to prevent them from sticking to a utensil, and accidentally incorporated into a food while

being prepared; (f) wiping-up spills on the floor immediately to prevent slipping; (g) using trailing techniques to locate items on the work area; (h) replacing all food items as found at the completion of a food preparation activity; (i) assembling all items and placing them near the sink in the order they are to be washed; and (j) organizing storage of food and utensils so that those items used most often are easily accessible.

In subsequent food preparation experiences, the Trainee will assemble and organize ingredients and utensils for maximal efficiency. The organizational procedures she selects and uses will be one of personal choice. However, she must consistently use the same procedures so they become routine and automatic.

Suggested Experiences for Further Evaluation

The Trainee will consistently use organizational procedures in subsequent food preparation classes.

UNIT II
BASIC FOOD PREPARATION

OBJECTIVE A _____

The Trainee will spread soft, semi-soft, and hard substances on to the surface of selected foods. In doing so, she will be able to:

- –identify and use weight, tactual and spatial cues to estimate and remove the appropriate amount of a soft and/or semi-soft substance from a container;
- –identify and use tactual or spatial cues to estimate and cut off the approximate amount of a hard substance;
- –select and use the radial, edge-to-edge and/or clock methods to place and spread substances;
- –identify and use sound or tactual cues to verify complete coverage of a surface.

Suggested Learning Experiences and Procedures

The Trainee and instructor will discuss the difficulties the Trainee may have with removing from containers, placing and spreading such items as butter, peanut butter, mayonnaise and icings. The instructor should point out that the procedures and utensils used will vary depending on the consistency of the substance to be spread and the substance on which the food will be spread. Example: hard butter on bread, peanut butter on bread, and jam on toast.

If the Trainee has difficulty with placing and/or spreading substances, three methods will be shown by the instructor that can be applied to a variety of foods.

These will be referred to throughout this Guide as:

Radial Method–substance placed on the center of food and spread to edges.

Edge-to-Edge Method–substance placed at top edges of food and spread vertically.

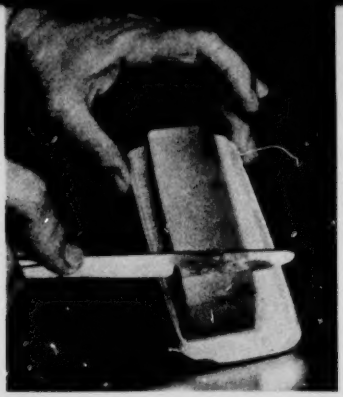
Clock Method–substance placed at center and corners of food and spread by radial or edge-to-edge procedures.

The Trainee will spread a soft substance on a slice of bread or toast using the radial and/or edge-to-edge methods. (Toast is easier for the inexperienced as more sensory feedback is available, auditory as well as tactual.) Example: Mayonnaise from a jar.

Radial Method Edge-to-Edge Method Clock Method

The Trainee will gently lower a knife into the jar to determine the level of mayonnaise. Placing the knife against the side of the jar away from her, she will gently dip into the mayonnaise, slide the knife toward the side of the jar nearest to her, then, with a twist of the wrist, lift the knife out of the jar noting the change in weight for the amount of mayonnaise on the knife. Until the Trainee becomes confident in determining weight changes, she may want to tactually investigate the amount of mayonnaise on the knife. Placing the mayonnaise in the center of the bread, small amounts are spread to the edges. Or, small amounts may be placed at the top edge of the bread and spread in a vertical manner edge to edge. The Trainee will practice both radial and edge-to-edge methods using tactual feedback and sound to determine when the bread is covered adequately. Practice spreading a semi-soft substance such as peanut butter using either method will be provided.

To place and spread hard substances such as butter or margarine, the Trainee will use the clock method. Locating the butter dish with the guiding hand and holding it securely, she will locate the butter with the flat surface of the knife in the dominant hand. She will determine the width and length (if it is a stick of butter) and slide the knife edge over the end of the stick of butter. The amount to be cut off will be tactually determined until there is confidence in estimating spatial movements. The appropriate amount is placed at the corners and center of the bread, using the clock method. If the butter is not too hard and of spreading consistency, the radial or edge-to-edge method may be used to spread it over the surface of the bread.



Ample opportunity to practice the three methods (removing, placing and spreading) should be applied to a variety of substances, such as open-faced sandwiches and grilled cheese sandwiches. The number and types of experiences will be determined by the needs of the individual Trainee.

Suggested Experiences for Further Evaluation

The Trainee will use spreading techniques in the dining room when buttering her bread, biscuits or rolls.

The Trainee will use the techniques of placing and spreading in one or more of the following: making canapes; icing cakes; spreading meringues on pies and glazing meats.

The Trainee will use the techniques for removing a substance from a jar to such things as removing sugar from a sugar bowl and instant coffee or tea from a container.

OBJECTIVE B _____

The Trainee will safely pour cold and hot liquids. In doing so, she will be able to:

- –use trailing techniques to locate the pouring spout of the pitcher and/or coffee pot, with the container, glass and/or cup to be filled;
- –identify and use tactual and spatial cues to adjust the spout so that it is directly over the center of the container to be filled;
- –identify and use sound, weight, time and/or temperature cues as she pours to determine when a container is approximately full.

Suggested Learning Experiences and Procedures

The instructor will demonstrate to the Trainee how sound changes alone can be used to determine the fullness of a container as it is filled with water. Example: The Trainee will *listen* as the instructor fills a pitcher with water. The Trainee will indicate when the pitcher is almost full by hearing the sound changes as the liquid nears the top. It becomes a hollow sound. The instructor will then pour into a water glass to demonstrate how the sound diminishes in this smaller cylindrical container. This experience should be repeated until the Trainee can determine the fullness of the glass by sound changes.

The Trainee will practice pouring cold liquids using sound, weight, temperature change and/or time as cues. The Trainee will fill a pitcher with water and pour it into a glass tumbler. Holding the glass in her hand, the Trainee will grasp the glass with thumb and fingers, with the little finger supporting the bottom of the glass, and note the weight of the empty glass. With the glass in one hand the pitcher in the other, the hands will be positioned opposite one another. The pitcher spout is located with the glass rim and the glass placed approximately one inch below the spout. The Trainee will lift the spout of the pitcher over the glass making sure it does not rest on the rim, then pour, and judge when full. She should be aware of the weight change (heavier as it fills), temperature change (cold on fingers as glass fills), sound change, and time element (how long it takes to fill the glass according to the rate at which the individual pours).

Pouring into different size glasses will be practiced and from a variety of containers, such as milk cartons and juice cans.

Note: *Milk purchased in gallon containers should be transferred to a smaller container for ease of handling.*

This experience should be repeated until the Trainee can select a sensory cue or a combination of cues to determine when the container is full.

When the Trainee demonstrates efficiency in pouring cold liquids, she will pour hot liquids. The instructor will discuss with the Trainee the different kinds of pouring spouts on coffee and teapots and how the difference in spouts will indicate the degree of tilt necessary for safe pouring. Initially, cold water is poured from a coffee pot, as similar to her own as possible, into a cup and/or mug. It will be discovered that weight and sound change are not as apparent as when pouring into a cylinder-type container. It will also be recognized that the sound of water being poured into a tea cup is difficult to hear; but that weight change will be more noticeable with a saucer supporting the cup. When the Trainee demonstrates the ability to pour accurately and safely, using cold liquids, she will repeat the procedures using hot water to overcome realistic fears associated with pouring a cup of coffee or tea.

Suggested Experiences for Further Evaluation

The Trainee will use pouring techniques when cooking.

The Trainee will serve beverages at a social function.

OBJECTIVE C

The Trainee will safely operate the surface burners of a gas and/or electric range. In doing so, she will be able to:

- —tactually center a pan on a cold burner and consistently position the handle in the same direction where it can be safely located;
- —use the landmark and/or the trailing tool technique to locate the handle of the pan;
- —use a trailing tool to re-center a hot pan on a hot burner;
- —set the burner controls for specific temperatures;
- —place, center and position the handles of more than one pan on the surface burners so that they can be safely located;
- —carry or slide a pan, as if it were hot, to a designated area without accident.

Suggested Learning Experiences and Procedures

Most Trainees will use either a gas or electric range. However, a Trainee may request or need training on both. The Trainee will tactually locate and examine the surface burners. She will compare the location, number, and size of the burners to the range with which she is familiar. As she investigates she will locate the controls for the surface burners while the instructor designates the appropriate control for each burner.

Electric Range: An electric range will either have dial or push button type controls. These controls usually have six settings: high, medium high, simmer, low, warm and off. The setting of push button controls will be taught by explaining the relative position of buttons to each other in a series. In teaching knob settings, either the clock system or auditory cues gained from clicks as the knob is advanced are used.

Gas Range: On the gas range, the control knobs will be set by using the clock system and/or auditory cues of gas sounds or clicks.

The Trainee will practice locating and identifying the correct control position for a predetermined heat as the instructor designates the burner that is to be used. This activity will be repeated until the Trainee is accurate and confident in setting the appropriate temperature.

The Trainee will practice centering a pan on a cold burner. The hands will be placed on opposite sides of the pan with palms down and fingers extended to the base. The Trainee will then tactually compare the amount of space to the left and right of the surface burners and center the pan, side to side. By repositioning the hands, the pan can then be centered from front to back. The

placement of the handle is important. It must be placed so that the hand which is to grasp the handle can safely trail from a predetermined point to locate the handle. The handle should never extend over the edge of the range where it could be bumped. To locate the handle of the utensil, the Trainee will be shown one or both of the following techniques:

Landmark Techniques: Using a stationary cue, such as an oven door handle, temperature controls or adjacent counter tops, the Trainee will trail and locate one of these cues, then trail and locate the handle of the pan, which has been placed on the surface burner at either a 3 o'clock or 9 o'clock position.

Trailing Tool Technique: (A trailing tool can be any long handled utensil, such as a pancake turner or spoon.) Holding the tool in the dominant hand, with the wrist in an arched position, the Trainee will locate the handle of the pan, then with the opposite hand, trail down the tool to the handle.

The Trainee will practice locating the handle of a utensil placed on a front burner and one on a back burner, using one of these techniques. Initially, the inexperienced person may feel

more secure and confident using the trailing tool technique.

The Trainee will practice repositioning a pan as if the burner is hot. Using a cold burner, the Trainee will locate the handle of the pan using the trailing tool technique. The handle of a trailing tool will be held so that the flat surface is perpendicular to the top of the range. The Trainee will make contact with the tool on the outside edge of the range, then trail in until it is stopped by the burner, grate or rim.

Note: *The gas range has a definite space between the range top and the burner grate. On the electric range, the tool will be stopped by the metal rim surrounding the burner coil.*

Using the clock positions, such as the handle at 9 o'clock and tool edge at 3 o'clock, the pan can be moved until it makes contact with the flat surface of the trailing tool. The tool can then be repositioned at 6 o'clock and the pan moved to center it from front to back.

The Trainee will remove a pan from the range and take it safely to the work area. If possible, she will slide the pan rather than carry it for increased safety in mobility. The usual place in

the kitchen for applying this precaution is between the stove and sink area or work area.

It may be necessary to use oven or pot holders to safely transport a hot utensil from the range to the serving area or sink, if: (a) the utensil is very heavy; (b) the handle is not heat resistant; (c) the Trainee is lacking in body and spatial awareness or has a physical limitation.

Additional safety notes emphasized in Household Arts Seminar:

- Every home should have an effective fire extinguisher, one the blind person can locate easily and effectively operate. It should be in or near the kitchen, but not next to the stove. The instructor will discuss in detail what to do in case of a fire if a commercial extinguisher is not available. If a fire should start in a pot on the stove, turn off the heat and cover the pan to extinguish the fire. Baking soda or salt may also be used to smother the flames whether in a pan or in a broiler. An oven fire may be extinguished by shutting off the heat source and closing the door tightly. This will cut off the air supply.
- The Trainee must be certain that curtains, pot holders, or other flammable items are not near enough to the surface burners or other appliances to catch fire.
- The Trainee should avoid using towels or extra large pot holders which can easily drag on the burner and ignite.
- Throwing a dish towel over the shoulder should be discouraged, not only for the safety factor, but also for hygienic reasons.
- Particularly, the blind person should never wear loose, flowing garments in the kitchen, such as robes with full sleeves, scarves, ties, or belts that tie in the front.
- The Trainee should always stand in an erect position when operating the surface burners and turn off the heat source before relighting it again.
- The Trainee using a gas range should be aware of the possibility of the pilot light being extinguished and the precautions that must be taken before relighting it again.

Suggested Experiences for Further Evaluation

The Trainee will apply the techniques for safely operating the surface burners in subsequent food preparation classes.

The Trainee will verbally relate her home experiences in applying the techniques to her own stove.

OBJECTIVE D

The Trainee will safely fry food using basic frying techniques. She will use the cold and hot pan method. In doing so, she will be able to:

- –apply orientation skills as she works in the kitchen;
- –apply systematic organizational procedures to safely use the utensils at the stove;
- –use the handle of the pan as a guide to systematically place the food in the utensil;
- –apply operational and safety techniques while using the surface burners;
- –select the proper starting temperature;
- –identify and use frying sounds, odor and/or time to adjust the heat;
- –select the appropriate utensil for turning and removing the food;
- –identify and use time and sound and odor cues to systematically locate the food for turning over and removing;
- –employ trailing techniques to locate, turn over and remove foods;
- –describe any changes she would make after tasting foods;
- –apply systematic organizational procedures for kitchen clean-up.

Note: *Objective B, Unit V is initiated at this time.*

Suggested Learning Experiences and Procedures

Note: *The majority of Trainees experience most difficulty turning and timing fried foods than with any other food preparation procedure. The instructor should discuss with the Trainee the frequently fried foods, such as hamburgers, chops, browning roast, etc. The Trainee will then prepare those foods after she has received instruction in the basic frying techniques.*

Basic Frying Techniques: The Trainee and instructor will discuss the problems of safety the blind person encounters in placing food in pre-heated shortening because of the danger of the

hot grease spattering and the difficulty in knowing where the food is placed in the skillet. The instructor will then explain the cold pan method. The initial experience will be one that provides many sensory cues and manipulative skills required for achieving the basic techniques of frying. Bacon and eggs are suggested because the frying can be completed in a short period of time and the Trainee is greatly motivated by the result of her success.

The Trainee will assemble the necessary utensils for frying bacon and an egg. Following the instructor's directions, the Trainee will place two strips of bacon in a cold pan in the same direction as the handle. She will center the pan on the burner and set the heat for medium high. As the bacon fries, the Trainee will listen for sound changes. Example: popping, puffing, steadily frying sound. The instructor will interpret and help clarify these sounds. When the Trainee can identify a subtle change in sound and detect a strong odor of the bacon, the temperature control will be turned to simmer and the bacon turned over. It is very difficult to turn bacon over with a fork or spatula; therefore, it is recommended that a pair of tongs be used. Starting at a 12

o'clock or 6 o'clock position in the pan, the Trainee will locate the bacon by tapping gently with closed tongs. When the first strip of bacon is located she will tactually follow the bacon with the tongs toward the handle of the pan (no sound). When the sound of the tongs touching the pan is heard, she will then relocate the bacon, open the tongs, grasp the bacon, and turn it over. She will confirm having turned the bacon over by the increase in sound of the raw bacon as it is replaced in the hot pan. The second strip of bacon will then be located and turned over.

If she prefers the bacon cooked to a soft consistency, it will be immediately removed from the pan after turning it over, using the previously mentioned locating techniques. If crisp bacon is preferred, she will continue to let it fry until the sound is almost diminished; then, locate and remove the bacon strips to a plate or paper toweling. When foods are fried at the simmer position, the sound will diminish as the food reaches the "done" stage.

Using a preheated frying pan on simmer, the Trainee will fry an egg. She will employ her own method of breaking the egg (directly into the pan or into a cup), then place the egg in the pan at approximately a 6 o'clock position. She will detect the frying sound and estimate a time lapse of approximately two minutes. (This can be accomplished by counting silently to 60 twice.) Using a spatula, she will tactually locate the egg. The instructor will demonstrate with the Trainee the wrist action necessary in turning the egg over and keeping it in the pan. The wrist action may be described as a bearing down motion on the spatula while at the same time scooting the egg onto it. The spatula should not be lifted out of the skillet, but kept in close contact with the bottom of the pan. It should be moved toward the right or left of the pan and flipped to place the egg back in the 6 o'clock position. The Trainee will remove the egg when it has reached the desired degree of "doneness." Example: Over-easy: remove immediately after turning over. The Trainee will practice locating and turning over the same egg by placing it at an 11 o'clock position and then a 2 o'clock position. This experience should be repeated until the Trainee demonstrates confidence in her ability to locate and turn over the egg independently.

Note: *It is not recommended that the Trainee fry more than two eggs at a time in a 10 inch skillet, because of the difficulty in*

locating and turning the eggs over without breaking the yolk.

The Trainee will describe the basic frying procedures that she used and will apply when frying most foods: (a) use the handle of the pan to systematically place the food in the pan; (b) start cooking temperature on medium high; (c) lower the temperature to simmer when the definite frying sound is audible and/or odor is apparent; (d) recognize that the food is almost cooked because the sound has diminished; (e) locate food before trying to turn over or remove.

Note: *For those individuals that lack experience or have difficulty with hand dexterities, the method for frying an egg on a slice of bread (egg in a nest), has proven successful.*

The Trainee will remove a portion of the bread from the center, either by hand or cutting it out with a small biscuit cutter or juice glass. A small amount of butter will be placed on the four corners of the bread. The buttered side will be placed down in the skillet and a small amount of butter placed in the hole of the bread. The Trainee will break an egg and place it into the hole in the center of the bread and center the pan on the surface burner. The procedures for frying an egg will be transferred to frying the egg in a nest. The Trainee will discover that locating the egg in the bread and turning it over is much easier than frying an egg alone, for there is more tactual feedback, and less chance of breaking the yolk.

Suggested Experiences for Further Evaluation

The Trainee will use basic frying procedures to scramble eggs.

The Trainee will use basic frying procedures for quantity cooking of meats and vegetables.

OBJECTIVE E

The Trainee will accurately set a braille timer.

Suggested Learning Experiences and Procedures

The Trainee and instructor will discuss the use of timers in the kitchen and the Trainee's difficulty in using most range-mounted timers. The 60 and/or 30 minute manual braille timer will be examined by the Trainee. She will compare the markings on the timer to the positions on a clock. As the Trainee further examines the timer she will note differences in the braille markings.

The Trainee will practice setting the timer for specific times as designated by the instructor.

Suggested Experiences for Further Evaluation

The Trainee will set and use the braille timer in food preparation classes.

OBJECTIVE F

The Trainee will safely operate a gas and/or electric oven. In doing so, she will be able to:

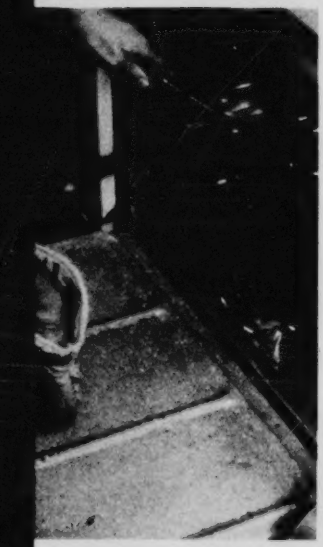
- –locate, remove, and replace oven racks in the four rack positions;
- –accurately set oven controls for specific temperatures;
- –use trailing techniques to place and remove pans from the oven.

Suggested Learning Experiences and Procedures

The Trainee will examine the interior of a cold oven and compare its size and location to one with which she is familiar. Example: Wall oven versus floor model, apartment size oven versus full size oven. The coils for the electric oven will be examined and its heat source will be discussed as to heat flow and circulation. The Trainee will examine the oven racks noting relative placement and design.

Note: *Most oven racks have a built-in safety stop, which prevents the rack from being pulled out too far. The Trainee gains awareness of this feature as she attempts to remove the rack to change the rack height.*

Positioning herself directly in front of the open oven door for better spatial awareness and safety, the Trainee will practice locating the oven racks. She will use either a trailing tool or her mitted hand to trail in, locate the rack, and pull it out. She will then set a pan on the extended rack and check for accurate placement on the center of the rack. When satisfied with the pan placement, the rack will be gently pushed in and the oven door closed. To remove the pan, she will pull out the oven rack, tactually locate the rack sides, gently trail in with the gloved hands, locate



the sides of the pan, and remove it.

The Trainee will repeat the above procedures and place two pans on the extended rack. She will tactually note their placement and adjust the position if necessary to allow for adequate circulation of air around both pans.

The Trainee will then examine the oven control(s) and compare it to her own. She will note the direction of the indicator and its clock placement in the "off" position. The instructor will demonstrate how to change the temperature to another setting, such

as 400 degrees. Example: by turning the control approximately ¼ of an inch, the temperature will be changed 25 degrees.

The Trainee will practice setting the oven control to a different temperature setting until she has acquired the necessary spatial awareness to regulate the oven temperature independently.

Practice will be given in placing and removing one or more pans in a heated oven. Before removing any utensil from the oven, she will be cautioned to turn off the temperature control. This should become a routine part of her baking procedures to eliminate the common conjecture of "Did I or didn't I turn off the oven?"

The Trainee will check the oven racks, set the temperature for 350 degrees, place a pan in the preheated oven and safely remove it as designated by the instructor.

Suggested Experiences for Further Evaluation

The Trainee will verbally state her procedures for applying the oven setting technique to her own oven.

The Trainee will be further evaluated in subsequent food preparation classes to accurately operate and safely use the oven when baking foods.

OBJECTIVE G _____

The Trainee will measure, blend and mix ingredients for a food product. In doing so, she will be able to:

- –remain oriented as she works in the kitchen;
- –apply systematic organizational procedures when assembling and using the ingredients and equipment, and in cleaning up;
- –accurately measure dry ingredients using the dip, level, pour method, noting weight change and texture;
- –estimate dry ingredients by hand;
- –accurately measure liquids using correct measuring devices;
- –apply pouring techniques;
- –estimate and/or accurately measure solid shortening;
- –use time, tactual or sound cues to blend or mix ingredients;
- –verbally describe any changes she would make after tasting the food.

OBJECTIVE H

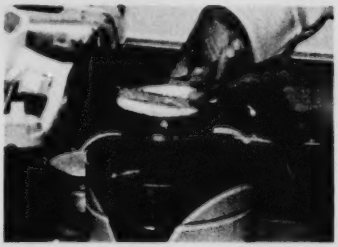
The Trainee will fill an appropriate size pan for a batter product: In doing so, she will be able to:

- –select an appropriate size pan;
- –apply spreading techniques to grease the pan;
- –apply pouring skills when placing the batter in the pan;
- –use weight and tactual cues to establish whether batter is distributed evenly;
- –use tactual cues to verify that the food is baked;
- –apply oven safety techniques to place and remove the pan from the oven.

Suggested Learning Experiences and Procedures

Note: *The initial learning experience for these objectives will be determined by the instructor after observing the Trainee's performance in previous lessons. This will include the instructor's evaluation of the Trainee's ability to follow directions, frustration level, work efficiency, and, of course, previous knowledge and cooking experience.*

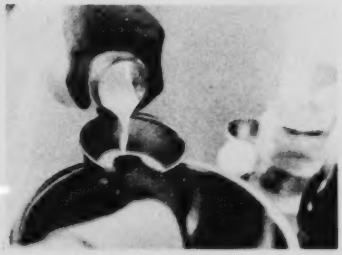
Usually, the measuring, blending and mixing skills are taught as part of preparing a food product in which the number of ingredients and measuring requirements are limited. Regardless of the product made, the specific measuring, mixing and/or blending skills may need to be isolated for practice. Example: Biscuit mix coffee cake. The instructor and Trainee will discuss the recipe and preparation procedures. The Trainee will use systematic organizational procedures as she assembles the necessary ingredients and utensils. The oven will be preheated to the correct temperature and the appropriate baking pan greased.



The Trainee will measure the biscuit mix, using the dip-level-pour method, so as not to pack the mix. Using a measuring cup, she will hold the cup so that the end of the thumb is approximately ¼ inch into the cup. She will dip a spoon into the biscuit mix container and tactually place the mix into the cup. As she fills the cup, she will estimate when it is full by the change in weight, biscuit mix touching the thumb, and feedback from the spoon as the cup fills. A check for an accurate measurement is made by trailing across the top of the cup with the index finger or a knife. Tactual feedback will indicate the fullness of the cup and, if indicated, she will level off by sliding the finger or knife from the thumb across the top of the cup. This basic measuring technique will be used to measure tablespoons of sugar and oil.

The Trainee will then measure the milk holding the cup in the same manner as when measuring dry ingredients. As the milk is poured into the cup, the temperature change will be noted as the milk reaches the thumb.

After adding the milk and egg, all ingredients will be mixed with a spoon or electric mixer. The Trainee will recall and employ



stirring techniques for blending or beating. When using a mixer to blend ingredients, she will listen for the pull on the motor and increase the speed. As she mixes, she will notice changes in the thickness of the batter as it is blended; estimate time for mixing or tactually check for completion of the blending process.

Note: *Because oil is difficult to feel when it is at room temperature, or to note weight change when measuring, it, and other liquids, that are purchased in bottles, will be transferred to wide-mouth containers for efficient and accurate measuring. Such things as lemon juice and oil will be stored in the refrigerator so that the temperature changes can be distinguished when measuring larger amounts, such as ¼ cup, ½ cup, etc. Ingredients that are purchased in boxes but require measuring when using, such as biscuit mix, brown sugar and powdered sugar, should be transferred to open-mouth containers facilitate efficient measuring and less chance of spilling. The type of containers suggested may be two- and three-pound cans or wide-mouth jars.*

The Trainee will pour the mixture into a greased pan. For this initial experience, the pan used should be a square, round or rec-

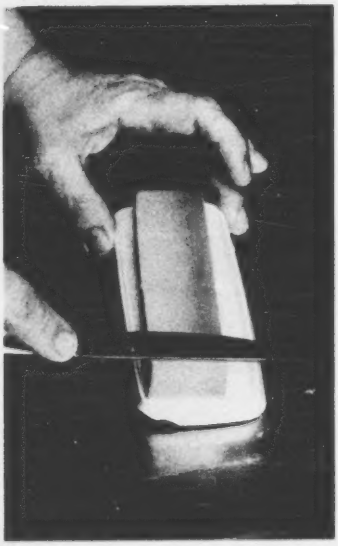
tangular one. She will: (a) place the pan directly in front of her (6 o'clock position); (b) place the bowl of batter at the 12 o'clock position; (c) hold the bowl with both hands and tactually locate the edge of the pan with the bottom of the bowl and slide it over approximately one inch; (d) lift the bowl up over the pan and pour, keeping the bowl low; (e) detect the batter leaving the bowl; slide one hand to the top of the bowl and scrape the remaining batter out of the bowl with a spoon or rubber spatula using systematic procedures; (f) lift the pan and determine the location

of the batter by recognizing the weight in the center of the pan or to the right or left; (g) level out the batter by tipping the pan in the direction necessary; then shake forward and backward to the right and to the left to assure a level product when baked. She will recognize even distribution of weight by noting the weight change of the batter in the pan.

Note: *The method for filling layer cake, bundt and large cake pans will be found in Objective G, Unit III.*

A streusel topping may be added to the coffee cake. The Trainee will measure sugar, biscuit mix, and cinnamon using the dip-level-pour measuring techniques. To measure one tablespoon of butter from a quarter stick of butter, she will locate the butter on the butter dish with a table knife, tactually investigate the direction of the butter and estimate the amount on the dish. She will locate one end of the butter with the flat surface of the knife, slide the flat surface of the knife blade on top of the butter, then roll the knife edge to a cutting position and cut through.

Note: *Most table knife blades are approximately ½ inch in width. This method for estimating one tablespoon is efficient for*



the Trainee and fairly accurate.

To measure soft margarine (tub-type) the Trainee will run the one tablespoon measure under hot water (butter or shortening will slide off more easily). Using the dip-level method, one level tablespoon will be measured and removed from the spoon with the index finger. Or, the spoon may be filled with a knife or spatula. Using the fingertips, the Trainee will blend the butter and dry ingredients until mixture is thoroughly mixed (crumbly in texture). Chopped nuts, raisins, coconut, etc., can be added if

desired. These can be estimated by measuring with the hand (one handful is approximately ¼ cup). To place the streusel evenly over the top of the coffee cake, she will keep the free hand in contact with the outside edge of the pan to prevent sprinkling the mixture over the sides; then sprinkle small amounts using the clock system, edge to edge or radial method. For this procedure, either the hand or a teaspoon can be used to sprinkle the mixture. The coffee cake will be placed into a preheated oven and the timer set.

When baking time has elapsed, the Trainee will check whether the coffee cake is sufficiently baked by using a toothpick. She will trail across the top of the cake with the toothpick, locate the approximate center of the cake, insert the toothpick, remove and tactually check for unbaked batter. If indicated, she will bake the cake a few minutes longer, then recheck.

The Trainee will practice measuring, mixing and pouring mixtures into single pans by preparing a refrigerator dessert, a one-layer cake, upside down cake, cobbler or bread pudding.

The Trainee will have experience in measuring and combining ingredients for dishes other than batters. In these experiences, the Trainee will be required to pay particular attention to sound and tactual cues to establish thorough mixing. Example: The Trainee will prepare a meat recipe such as meat loaf. The Trainee will estimate and place approximately one pound of ground beef into a mixing bowl. One teaspoonful of parsley flakes will be measured by tactually locating the level of the flakes in the jar with the measuring spoon and with a dipping motion remove the flakes from the container. Or, the seasonings may be estimated by pouring into the palm of the hand. The Trainee may have to verify the exact measurement by sliding the index finger lightly across the top of the spoon or palm of her hand. This procedure will be practiced several times and the technique transferred to the onion flakes and salt. It is difficult to measure small amounts of salt by pouring from the spout; therefore, the Trainee will cut out a half moon shape in the top of the salt box so that a measuring spoon can be inserted and leveled off across the straight edge. This opening will be compared to other boxes such as baking soda, baking powder, and spices. Two eggs are added. Four slices of bread

that have been soaked in water and the excess removed by squeezing are then added. With the fingers or fork, she will blend the ingredients thoroughly, noting the changes in sound and texture. Example: little sound to "swishy," very moist and crumbly to moist, but firm. Complete blending will be recognized when the meat mixture clings together, comes away from the sides of the bowl, and is easily shaped into a loaf with no large particles of bread discernible by touch. The meat loaf is placed in the appropriate sized pan and baked at 350 degrees for one hour.

Other experiences for instruction, which call for minimal manipulative skills and which have proven successful, include the preparing of porcupine balls, salmon loaf and ham loaf.

Suggested Experiences for Further Evaluation

The Trainee will use measuring and mixing techniques to prepare such baked goods as cookies, cakes, pies, yeast breads or rolls.

The Trainee will use measuring and blending techniques to prepare such foods as meat or fish salads, macaroni salad and casseroles.

OBJECTIVE I

The Trainee will oven fry foods. In doing so, she will be able to:

- —remain oriented as she works in the kitchen;
- —apply oven safety techniques;
- —select an appropriate size pan for a given quantity and type of of food;
- —apply systematic organizational procedures when assembling and using ingredients and equipment, and in the kitchen clean-up;
- —identify and use tactual and spatial cues to systematically place the food in or on the pan;
- —select and set the oven for the appropriate temperature;
- —use the timer, tactual and/or odor cues to estimate completion of cooking;
- —identify and use tactual and sound cues to systematically locate and remove the food from the pan;
- —verbally describe any changes she would make after tasting.

Suggested Learning Experiences and Procedures

The Trainee and instructor will discuss the oven fried method of cooking. This method will be particularly advantageous to the Trainee who has limited manual dexterities, lacks experience or is cooking family size quantities.

For the initial experience, the Trainee will oven fry french toast and bacon. The oven will be set for 450 degrees. While the oven is heating, she will generously grease a cookie sheet with melted butter and make a french toast mixture using her own recipe. Using her fingers, she will dip the bread into the egg mixture, turning once to allow absorption of liquid. The slices are then arranged in a single layer on the cookie sheet and brushed with melted butter. To prepare the bacon for oven frying, the slices will be separated and placed on a broiler pan or a pan with sides. The french toast and bacon will then be cooked simultaneously for 10 minutes.

A check on the bacon is made by trailing with the tongs, locating the bacon, and noting the tactual feedback as to whether the bacon is soft or crisp. Determination is then made if additional cooking time is required for a particular taste preference. To check the french toast, she will use a spatula, gently trail across the top of the slices, listen for the sound of crispness and note the tactual feedback from the spatula. The Trainee must be aware of the odors of the bacon and french toast as they bake, noting that as the food reaches the completed baking time, the odor becomes stronger. The food will be removed using previously acquired techniques.

The Trainee will practice oven frying foods of different textures, sizes and shapes, such as meatballs, chicken and pork chops.

Suggested Experiences for Further Evaluation

The Trainee will select a recipe she normally fries on top of the stove and prepare it using the oven fried method, such as hamburgers, sausage, salmon patties, and potatoes.

OBJECTIVE J _____

The Trainee will safely use knives and/or vegetable peelers to

peel, slice and dice fruits and vegetables. In doing so, she will be able to:

- —apply orientation skills as she works in the kitchen;
- —use tactual cues to identify the dull edge of the knife blade;
- —use tactual cues to identify and remove peelings, imperfections, seeds, cores or rinds from solid and soft vegetables and fruits without removing an excess amount of the fruits or vegetable;
- —apply systematic organizational procedures for kitchen clean-up.

Suggested Learning Experiences and Procedures

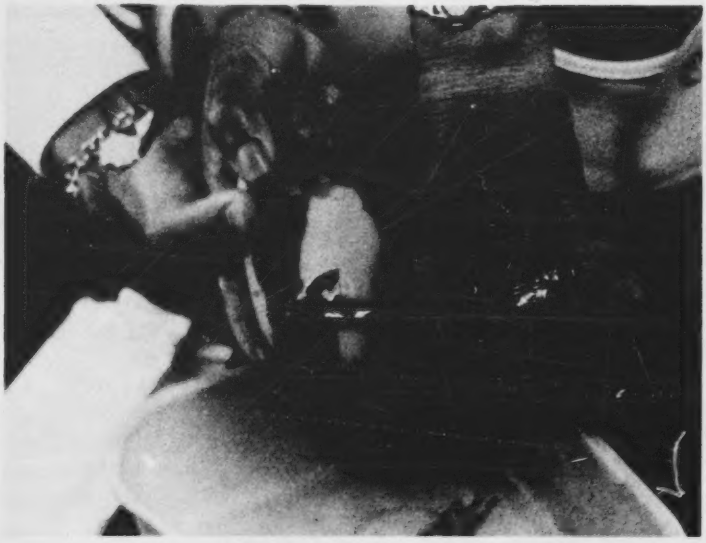
The Trainee and instructor will discuss problems and/or fears the Trainee may have experienced in using a paring knife for: (a) solid vegetables or fruits; (b) soft vegetables or fruits; or (c) vegetables or fruits with seeds, cores or rinds.

Solid Vegetables and Fruits: For the initial learning experience, the Trainee will use a potato to acquire the basic techniques of peeling, slicing and/or dicing. This particular vegetable provides the Trainee with the greatest number of possible tactual variables one may expect to encounter with all other vegetables and fruits. The Trainee will wash the potato to remove dirt while at the same time tactually examining it for imperfections such as eyes and bad spots. Using either a paring knife or a vegetable peeler the potato is peeled as the instructor identifies the tactual cues, such as the eyes, and soft or rough spots. Although there is no way for the Trainee to detect dark spots, except through visual feedback from a sighted person, she can feel confident that the majority of eyes, skin and other imperfections have been removed

by systemically checking as the potato is peeled.

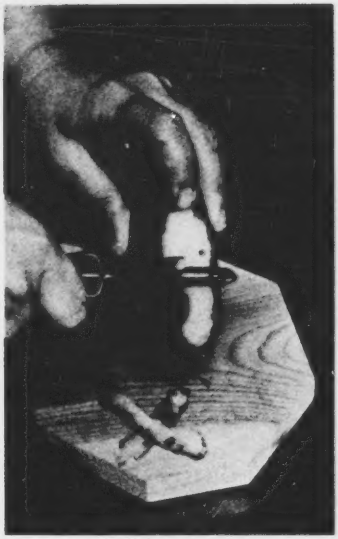
If the Trainee demonstrates difficulty, or if her techniques lack efficiency, instruction will be given in three alternate methods of using a vegetable peeler.

Method 1: With the peeler in the dominant hand, the Trainee will remove the skin of the potato using the peeler as if it were a paring knife, peeling toward herself. The Trainee will become aware of the peeler hesitating or catching on eyes, slits, soft or rough spots on the potato. This procedure should be repeated in



the same place on the potato to assure having removed all of the imperfections. The potato will then be trailed with the thumb to determine where to make the next swipe with the peeler and peeling will be continued. She will then peel the ends of the potato, tactually checking to reaffirm having removed all the skin and imperfections. The potato is rinsed, tactually checked, and any imperfection or remaining skin removed.

Method 2: The Trainee will grasp the potato in one hand and starting at one end peel away from the body removing the skin,



eyes and imperfections. The tactual cues noted previously should be pointed out by the instructor and the peeling procedure continued as in Method 1.

Method 3: If the Trainee has difficulty holding the potato the following procedure may be used: Place one end of the potato on a damp paper towel to prevent slipping, grasp the potato securely at the opposite end, peel the potato by bringing the peeler down toward the end of the potato, then repeat as in Method 1. For the Trainee who has difficulty holding the vegetable, a vegetable holder is recommended. These can be purchased or made.

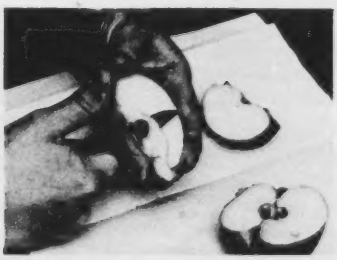
The Trainee will use a paring knife for slicing, dicing and/or cutting the potato. The knife is tactually examined to determine which edge is the sharp part of the knife. Using the index finger of the dominant hand, the Trainee will gently trail the knife handle toward the blade, noting if the blade at the handle is even or uneven. If it is even, it will usually mean that that side is the dull edge of the knife. If it is uneven, it will usually mean that that side is the sharp edge.

The potato will be sliced with or without using a cutting board. When using a cutting board, the Trainee will hold the potato on the board with one hand and tactually measure with the index finger from one end of the potato the desired width to be cut off. She will bring the knife to the finger, slide the finger out of the way, and with a sawing motion, cut off the measured amount. If the potato is too large to cut safely, the potato can be held securely in the middle. Placing the point of the knife as near the center as possible the potato will be cut in half. The flat surface

can now be placed on the cutting board and the slicing or dicing procedures continued. Example: sliced potatoes, french fries, cubed.

Soft Vegetables or Fruit: Using a serrated edged knife, the Trainee will use the basic slicing techniques to slice a tomato. This type of knife will aid in controlling the amount of pressure required to slice accurately and neatly.

Vegetables or Fruits with Seeds, Cores or Rinds: The Trainee will apply the basic peeling and cutting technique to an apple.



She will cut the apple in quarters, then gently slide the knife under the core and tactually estimate the required depth to remove the core section. Peeling procedures will be continued to move the skin.

The Trainee will remove the rind in fourths from a citrus fruit, such as a grapefruit by cutting through the rind approximately ¼ of an inch. By inserting the thumbnail at the top of each section the rind can easily be removed. It is suggested a serrated edged knife be used to remove seeds and tough membranes. It also will aid in preventing an excessive loss of juice.

The Trainee will practice peeling, slicing and dicing vegetables and fruits into different sizes, shapes and/or thicknesses.

Note: *The Trainee is given experience in using the Magna-Wonder knife, but it has been found that most Trainees gain proficiency using a regular knife. For Trainees who have difficulty with manual dexterity or physical limitations, the Magna-Wonder knife is recommended.*

Suggested Experiences for Further Evaluation

The Trainee will peel and dice fruits or vegetables for a salad.

The Trainee will peel, cube and/or slice vegetables for soups and stews.

The Trainee will use slicing techniques to slice meats and bread.

The Trainee will peel and slice apples for making an apple pie.

OBJECTIVE K

The Trainee will safely operate a can opener to open cans of various sizes. In doing so, she will be able to:

- –identify and use tactual cues to locate the cutting blade with the can, and position the can for opening;
- –identify and use sound and tactual cues to determine that the lid of the can is severed;
- –remove the lid safely.

Suggested Learning Experiences and Procedures

An electric or manual can opener will be used. As the Trainee examines the opener, the instructor will indicate the cutting blade, drive wheel and pivot pin. These parts of the can opener

will be used for positioning the can for opening. Locating the cutting blade with the index finger, the can is aligned in the correct position for cutting. Practice is necessary to correctly position the can before opening it. As the can opener is in operation, she will listen for the sound cue (click) which indicates complete severance of the lid or she may check with her finger for verification. The can lid should be immediately removed and discarded.

Using empty cans of different sizes, the Trainees will practice cutting out the bottom portion.

Note: *It is suggested and recommended that a blind person not use the hand punch-anchor type can opener. This type of a can opener leaves an uneven edge on both the can edge and lid which presents a safety hazard.*

Suggested Experiences for Further Evaluation

The Trainee will use the can opener to open cans of different sizes, e.g., heating soup for lunch; canned fruits or vegetables for salad or casserole; orange juice.

OBJECTIVE L

The Trainee will safely boil and/or simmer foods.

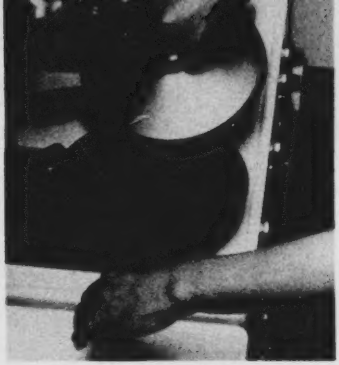
In doing so, she will be able to:

- –apply orientation skills as she works in the kitchen;
- –apply systematic organizational procedures when assembling, using utensils and equipment, and in kitchen clean-up;
- –apply pouring skills to estimate the amount of water to use for cooking;
- –apply operation and safety techniques while using the surface burners;
- –identify and use tactual, sounds and/or odor cues to determine that the food has begun to simmer and/or boil;
- –identify a sensory cue or cues to adjust the temperature;
- –apply trailing techniques to place and replace the lid of a pan with ease;
- –identify and use tactual cues or time to estimate "doneness" of the food;
- –use the lid or a colander to drain the liquid from the food;
- –make adjustment in basic boiling/simmering procedures for a specific food.

Suggested Learning Experiences and Procedures

The Trainee and instructor will discuss problems that the Trainee may have experienced, such as foods boiling over, interpreting sound cues, and estimating "doneness" of foods. The instructor should assure the Trainee that the procedures suggested for boiling and simmering are for safe and efficient cooking and are not means to change the Trainee's food preferences. A Trainee may prefer green beans cooked for two hours opposed to the instructor's choice of 45 minutes. Regardless, the safety techniques used should be the same.

The Trainee will place a food, such as an egg, carrots or potatoes in a saucepan. The appropriate amount of water is added depending on the food selected for the experience, and the saucepan placed on a surface burner. The proper temperature will be selected, such as high for cooking fresh vegetables or foods that should be brought to a boil quickly. The instructor should point out that it is very difficult to hear changes in the sounds of liquids when they start to simmer or boil; therefore, the lid of the pan should not be placed on the saucepan at this time. It should be noted that this is especially true when a number of sounds are occurring simultaneously in or near the kitchen. Example: exhaust fan operating, radio or children playing. While waiting for the vegetable to come to a boil, the Trainee will practice removing the lid of the pan using the trailing tool technique (see Objective C, Unit II) and replacing the lid on the pan by holding the handle of the pan in one hand at a 9 o'clock position and the lid in the other at a 3 o'clock position (emphasis on hands opposite one another). She will locate the pan with edge of the lid, dip it slightly, and slide it over the top toward the handle. This eliminates a hunt-and-miss approach in replacing the lid. As the food is nearing the preboil stage, the instructor will have the Trainee listen for or feel the steam rising from the pan, notice the slight sounds of moving food, or hear the water evaporate as the bubbles form on the sides of the pan, and at the same time become aware of the odor of the food. When a boiling or simmering sound begins, the lid is placed on the pan and the temperature control set to simmer. The braille timer may be set for the appropriate setting or estimation of time may be used for cooking the selected food. The Trainee will test "doneness," according



to her personal preference, using a long handled fork for safety. Example: tines entering food gently (well done) or with difficulty (crisp).

The Trainee and instructor will discuss draining liquids, with the lid on, or by using a colander and the safety involved with each method. To prevent a steam burn, the lid will be removed quickly to allow the steam to escape before attempting either method. The Trainee will select and practice using the method she desires.

The Trainee will also have practice in cooking frozen vegetables. The additional experiences should include those in which the Trainee will make adjustments to the basic procedures. Examples: foods cooked without using a lid, foods cooked with a lower starting temperature, and foods that demand more attention. The latter include pastas, puddings, and soups.

Suggested Experiences for Further Evaluation

The Trainee will boil potatoes and/or macaroni for salad.

The Trainee will apply boiling and simmering techniques to making gravies and sauces.

The Trainee will simmer canned soup for a luncheon menu.

The Trainee will heat canned vegetables for a dinner.

OBJECTIVE M

The Trainee will safely operate a blender. In doing so, she will be able to:

–identify and use tactual cues to place the correct amount of food and liquid in the blender, applying measuring and pouring skills;

—identify and use tactual cues or number identification to select the appropriate setting for processing;
—identify and use sound, time and tactual cues to judge the correct processing time for specific foods.

Suggested Learning Experiences and Procedures

The Trainee and instructor will discuss the type of blender with which the Trainee is familiar. The Trainee will then examine a blender and compare the type of controls, push button versus the knob with positions, with her own.

The instructor will show the various positions on the push button blender, such as high (button number 1), chop (button number 2), blend (button number 3), grate (button number 4). The Trainee will practice tactually locating and verbally identifying the speed positions she uses most often. At the same time, she will listen to the sound of the speed changes as the speed increases.

To demonstrate the operation of the blender, the Trainee will place a vegetable which has been previously cut into one inch pieces into the blender, cover with the appropriate amount of water; and replace the lid. A setting is designated by the instructor. With one finger on the off button and one on the selected setting, the Trainee will push in the selected button and estimate the time needed for adequate processing. With the blender in the off position, the lid will be removed and the vegetable checked for size. If necessary, she will reoperate the blender. It is recommended that the Trainee initially underprocess foods in the blender until estimating time is accurate. (She also may prefer to identify the controls with braille or any other tactual markings. Example: marking selected buttons using a file.)

The Trainee will practice operating the blender to chop, grate, and liquefy a vegetable.

Suggested Experiences for Further Evaluation

The Trainee will use the blender to prepare such items as cole slaw, bread crumbs and quick bread batters in subsequent food preparation classes.

OBJECTIVE N

The Trainee will prepare vegetable, fruit and molded salads. In doing so, she will be able to:

- –apply systematic organizational procedures when assembling and using the ingredients and equipment, and in kitchen clean-up;
- –apply orientation skills as she works in the kitchen;
- –identify and remove unusable portions of vegetables and fruits as they are cleaned, without cutting off an excessive amount;
- –use the utensils safely to grate, cut and/or break foods into various sizes, shapes or thicknesses;
- –estimate and thoroughly blend the appropriate amount of dressing with salad ingredients;
- –apply measuring and boiling skills and surface burner techniques when dissolving gelatin;
- –identify and use sound and texture cues to determine when gelatin is dissolved.

Suggested Learning Experiences and Procedures

Note: *The initial experience for preparing salads should be one to reinforce those techniques and/or skills in which the individual Trainee demonstrates a deficiency or lacks confidence. Depending on her own needs and the evaluation by the instructor, the specific salad may be one that requires cleaning of vegetables, paring fruits, using a can opener, blender or a combination of appliances and skills. For example: a Trainee may demonstrate the ability to safely and accurately cut vegetables and fruits, but states and demonstrates inability to confidently clean lettuce, difficulty with operating a can opener and spatial coordination. The initial experience for that particular Trainee may be one of preparing individual salads of pineapple and cottage cheese. However, the experience for making a fresh vegetable salad and/or molded salad provides the Trainee the opportunity to use a variety of techniques and sensory cues.*

The Trainee will prepare vegetables for a combination salad. The appropriate utensils and those vegetables to be included, such as lettuce, onions, radishes, carrots and celery will be assembled. As the Trainee examines the lettuce, either leaf or head,

those leaves that feel overly soft should be removed. (The instructor may have to show the Trainee a bad leaf for her to compare with a good leaf.) She will then wash the lettuce leaves, investigating thoroughly to determine removal of all dirt. When cleaning celery a vegetable brush should be used and the scrubbing procedures repeated several times to ensure removal of all dirt. To make onion rings, the Trainee will remove the stem and slice the rings the desired thickness. The onion skin will then slide off easily. As the vegetables are combined, she will employ those techniques that are applicable to the specific vegetable. Example: tearing of lettuce, kitchen shears for celery, grater for carrots. The instructor will discuss with the Trainee the approximate amount of dressing to apply for the amount of salad prepared. She will measure out a little less than the amount she anticipates using and combine it with the salad. If tossing the salad with utensils presents a problem, such as keeping the vegetables in a bowl, the instructor should suggest an alternate method. Example: gently tossing with the hands. The Trainee will then taste the salad to determine whether more dressing should be added.

The Trainee will prepare a jello salad using canned fruits and/or vegetables. Because of the dangers in measuring boiling water, the Trainee should not preboil the water. The jello will be placed in a saucepan and the appropriate amount of water added. The pan is then placed on the burner, and the temperature control set to medium high. While the water heats, constant stirring is required to interpret the sensory cues such as, preboil stage and texture change of the jello in order to determine when it is dissolved. She will remove the pan from the burner; add the remaining liquid, fruit or vegetables; then using an appropriate pouring technique pour the jello salad into a bowl.

The Trainee will have the opportunity to make a variety of fresh or canned fruit, vegetables and molded salads. In addition to following recipes, the Trainee will be encouraged to create her own salads and use garnishes attractively.

Suggested Experiences for Further Evaluation

The Trainee will prepare an attractive salad of her choice for herself and a luncheon guest.

The Trainee will make cole slaw for six servings using the blender.

OBJECTIVE O

The Trainee will independently prepare breakfast and/or lunch for herself and/or guests. In doing so, she will be able to:

- –apply basic cooking and organizational techniques to independently prepare a meal for herself and/or guests;
- –verbally identify any skill with which she had difficulty;
- –verbally suggest corrections to the instructor or identify additional help the instructor could give her.

Suggested Learning Experiences and Procedures

The Trainee will initially prepare a meal as designated by the instructor. Usually, this will be a breakfast. The Trainee will have had experience in frying, boiling, baking and pouring. She will have limited experience in organizing her work area, assembling ingredients and systematically preparing a number of individual foods during a number of different class sessions. Depending upon her physical and experiential background, this initial meal preparation can be very simple or more complex. The Trainee may prepare toast, boiled egg, instant coffee or she may prepare pancakes, sausage, perked coffee and juice.

As additional knowledge and skills are achieved, the Trainee will prepare a luncheon menu. Example: hamburger, potato salad and dessert. Also, to facilitate this preparation, it is suggested the Trainee set up a schedule in braille or on tape.

She will prepare a breakfast and/or lunch for family members or fellow Trainees.

Suggested Experiences for Further Evaluation

The Trainee will independently prepare a variety of breakfasts and lunches of increasing complexity.

UNIT III
ADVANCED FOOD PREPARATION

OBJECTIVE A

The Trainee will safely operate an electric frying pan. In doing so, she will be able to:

- –use the landmark technique to position the frying pan on the work area;
- –use the landmark, trailing tool, or appliance cord techniques for locating the fry pan handle and controls;
- –apply oven setting techniques to accurately set the heat controls.

Suggested Learning Experiences and Procedures

The Trainee will examine an electric frypan and compare it to her own, such as a buffet model. For training, she will use the model more like her own. The frying pan should be placed on the counter top and positioned so that the handle and/or control can be safely located using one or a combination of the following:

(a) Landmark Technique; (b) Trailing Tool Technique; (c) Appliance Cord Technique (see Objective A–Unit II and Objective B–Unit IV). Using a cold frying pan, the Trainee will practice locating the handle and control.

Upon direction of the instructor, the Trainee will tactually practice setting the heat control using the clock system. She will note that the off and on control is similar to the heat settings on an iron. Specific temperature changes require transfer of oven setting technique.

Note: *It may be necessary to mark a specific temperature such as: 350 degrees by marking with a file or with a tactual marker, such as Dymo-tape, liquid solder, or nail polish.*

The Trainee must be cautioned to allow the frying pan to cool before attempting to wash it.

Practical application of using the electric frying pan will be provided in subsequent classes with both solid and batter type foods.

Suggested Experiences for Further Evaluation

The Trainee will use the electric fry pan when preparing foods such as pancakes, chicken, pot roast.

OBJECTIVE B

The Trainee will fry a quantity of food using the cold pan method, e.g., vegetables and meats. In doing so, she will be able to:

- –apply orientation skills as she works in the kitchen;
- –apply systematic organizational procedures when assembling and using the ingredients and equipment and in kitchen clean-up;
- –apply peeling, slicing, and measuring techniques in preparing vegetables;
- –apply measuring and spreading techniques for placing shortening in the pan;
- –apply basic frying techniques;
- –apply lid placement techniques;
- –describe verbally any changes she would make after tasting.

Suggested Learning Experiences and Procedures

The Trainee will assemble the appropriate utensils and ingre-

dients for preparing foods in quantities. Example: Home Fried Potatoes. If a solid shortening is preferred, she will grease the pan lightly then estimate the remaining amount of shortening to use and place it in the pan, applying the clock method. If a liquid shortening is preferred, the appropriate amount will be measured as required for the number of potatoes to be fried. She will peel and slice the potatoes, and distribute them evenly by hand in the frying pan. After the pan has been placed on the burner, the temperature should be set to medium high. With the lid off the pan, the Trainee will listen for a steady frying sound (but not popping), verbally interpret the sound changes, then lower the temperature to simmer. The lid can now be placed on the skillet and the timer set for 10 minutes or the time estimated. During the cooking process, the lid should be removed to gain awareness of the changes in sound and odor. Upon completion of this phase of the cooking, she will turn the potatoes over by systematically locating small portions of the potatoes with the spatula. This can be done by using a "scooting" motion as the spatula slides under the potatoes and comes in contact with the opposite side of the pan. After turning over, the potatoes should be distributed evenly in the pan and at the same time, texture changes noted, such as crispness which indicates browning, and softness which indicates doneness. The cooking procedures are repeated for the other side. At the completion of the estimated time for the cooking process, test for doneness can be made by forking or tasting. If additional crispness is desired, the temperature should be adjusted to medium. As the sound increases, the Trainee will check with the spatula for desired crispness.

The Trainee will have experience in placing, frying, and turning over of individual portions of food having approximately the same thickness. Example: Hamburgers. The Trainee will fry a pan of hamburgers using a frying pan or electric skillet. After examining the pan, she will estimate the number of patties that can be fried at one time. The patties are shaped to the desired thickness such as ½ inch thick and placed clockwise in the pan starting at the handle. The Trainee will be encouraged to visualize their placement as she arranges them in the pan. After the pan has been placed on the burner the temperature should be set to medium high. When the steady frying sound is heard, the tem-

perature is lowered to simmer and the braille timer set for 10 minutes (medium doneness), or the time is estimated. At the completion of the cooking time, the Trainee will locate and turn over the hamburgers starting with the one opposite the handle and proceed systematically to turn each one over. Success in turning will be confirmed by hearing the raw sound cues again and also by noting the change in the texture. A hard, crusty texture will be felt when lightly trailing across the hamburgers with a spatula. The timer will now be set for five minutes or time estimation may be made for frying the second side.

Note: *The time element will be determined by the thickness of the meat and personal taste of the Trainee.*

The Trainee will fry individual portions of food having irregular shapes, thickness, and those foods which are often fried with a coating or breading. Example: Chicken.

Note: *To facilitate ease of coating or breading, the flour or crumbs should be placed in a container with a lid. The food can then be placed in the container, shaken, and removed without fear of having crumbs or flour dispersed on the counter or floor.*

After coating the chicken, she will estimate the appropriate amount of shortening or oil and place it in the skillet. As the chicken pieces are placed systematically in the skillet, the Trainee will verbally identify each piece, noting the number of pieces and visualizing their placement in the pan. Then, she will select the appropriate heat setting and listen for the steady frying sound and odor of the chicken starting to cook. The temperature should then be turned to simmer, and the timer set for 15 to 20 minutes, depending on the sizes of the pieces of chicken. The lid should then be placed on the skillet. At the completion of the frying time, the Trainee will remove the lid and locate the pieces of chicken.

Depending on individual manual dexterities, a fork or tongs should be used to turn the chicken. If using tongs, that part of the chicken easiest to grasp should be located and each piece turned over noting sound and texture changes. The lid of the skillet is replaced and the timer set for an additional 15 to 20 minutes. At the completion of the specific cooking time, a fork may be used to test the chicken for doneness and determine if additional cooking time is required.

The Trainee and instructor will discuss the finished product as to its taste and appearance.

Suggested Experiences for Further Evaluation
The Trainee may prepare other foods, e.g., pork chops for an independent meal.

OBJECTIVE C

The Trainee will safely fry batter foods using the hot pan method. In doing so, she will be able to:

- –apply orientation skills as she works in the kitchen;
- –apply systematic organizational procedures when assembling and using the ingredients and utensils and in kitchen clean-up;
- –apply measuring and mixing skills to make the batter;
- –apply safety techniques for positioning the utensil used for frying;
- –apply measuring and spreading techniques for placing shortening in the pan;
- –select the correct starting temperature;
- –identify and use sound, time and/or temperature to determine that the pan is ready for frying;
- –apply pouring skills to systematically place the food in the utensil; and, visualize placement of portions;
- –estimate frying time for turning over and removing the food;
- –apply trailing techniques to locate and systematically turn over and remove the food;
- –taste the finished product to verify quality.

Suggested Learning Experiences and Procedures
The Trainee will use the hot pan method to fry one or more foods, such as pancakes, french toast and/or potato pancakes. The Trainee will select the food or foods to be prepared and the type of frying pan. Example: Pancakes.

A batter is prepared from scratch or from a mix. The skillet will be prepared for frying by lightly greasing with the desired shortening, using tactual feedback to determine when the bottom of the skillet is sufficiently covered. The temperature control will be set for frying. Verification of when the skillet has reached

the proper temperature can be recognized by one or more of the following: heat rising from the skillet; electricity shutting off (slight humming sound if using an electric frying pan), and sound of water evaporating when a few drops are sprinkled on the skillet. Using a ¼ measuring cup, one with a handle, the batter will be systematically poured into four positions in the skillet (four corners of a square 14 inch pan or at 12 o'clock, 3 o'clock, 6 o'clock, and 9 o'clock in a 14 inch round pan). The number of pancakes baked at one time will be determined by the size of the skillet. The Trainee will estimate when to turn the pancakes over by judging baking time of two minutes and interpreting olfactory and auditory cues. It is important that the Trainee is able to visualize placement of pancakes in the skillet. At the completion of the cooking time for the second side, the pancakes should be removed in the same order as they were placed in the skillet. The Trainee will continue to practice placing, turning over, and removing the pancakes. The Trainee and instructor will discuss the finished product as to taste and appearance.

Suggested Experiences for Further Evaluation
The Trainee may make pancakes for a more complex independent breakfast.

OBJECTIVE D

The Trainee will safely add liquid and/or foods to a utensil that is hot. In doing so, she will be able to:

- –apply orientation skills as she works in the kitchen;
- –apply systematic organizational procedures when assembling and using ingredients and utensils and in kitchen clean-up;
- –apply spreading techniques to grease the utensils when applicable;
- –apply operation of can opener techniques;
- –apply pouring and trailing tool techniques when adding foods and liquids;
- –apply boiling and simmering techniques;
- –describe verbally any changes she would make after tasting.

Suggested Learning Experiences and Procedures
The Trainee will make a stew using her own recipe or one supplied by the instructor. After the meat is brown, the hot pan should be removed from the burner or the heat source turned off.

As the vegetables are prepared, they will be placed in a mixing bowl or sauce pan. Liquids and/or canned foods, such as tomatoes, tomato sauce, should be removed from their original containers and placed in with the vegetables to be added to the hot meat.

Holding the handle of the cooking utensil in one hand and the container with the liquid and/or vegetables in the other hand, the Trainee will locate the hot pan with the container and rest the bottom of the container on the top edge of the hot pan. Keeping the two utensils in contact, she will gently pour the contents into the hot pan. The Trainee will be able to control the amount of vegetables or flow of the liquid using this method by transferring pouring techniques and using a long handled utensil for guiding the vegetables. If she is preparing a large quantity of food and/or experiences difficulty pouring, she can use a soup ladle to add the liquid and/or vegetables. The cooking process will be completed, and the finished product tasted for quality. Reinforcement

in adding ingredients to a hot pan will be provided by preparing one or more of the following: soup, spaghetti sauce, and pastas.

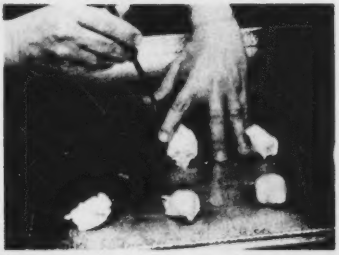
Suggested Experiences for Further Evaluation
The Trainee may prepare a stew or spaghetti sauce for an independent meal.

OBJECTIVE E

The Trainee will place, and remove cookies shaped by hand or dropped on a cookie sheet. In doing so, she will be able to:

- –apply orientation skills as she works in the kitchen;
- –apply systematic organizational procedures when assembling and using ingredients and utensils and in kitchen clean-ups;
- –apply measuring and mixing skills to make the dough;
- –estimate the amount of dough for each cookie;
- –use tactual cues to estimate distance between cookies as they are systematically placed on the cookie sheet;
- –apply oven safety and operation techniques;
- –apply trailing techniques to locate and remove cookies without breaking them.

Suggested Learning Experiences and Procedures
The Trainee will make a dough for cookies that can be shaped with the hand or dropped. The cookie sheet will be tactually checked for size. The cookies will then be systematically placed on the greased utensil. For cookies that can be shaped by hand, the Trainee will pinch off enough dough to make a ball the size of a small walnut, roll gently between the palms of the hands, and place on the cookie sheet, starting at a predetermined



corner of the pan and approximately two finger widths from the edges. This procedure is repeated using three fingers as a measuring guide for placing the cookies in straight rows and equidistant from one another.

For cake type cookies (drop), the Trainee will exercise the above procedures for placement on the cookie sheet. However, she will use a teaspoon for estimating the size of the cookie. After the first cookie has been placed on the cookie sheet, she will tactually locate that cookie by trailing with the three fingers on the cookie sheet and gently keeping the side of the ring finger in contact with the cookie. The next spoon of dough will be brought to the index finger making sure the tip of the spoon remains in contact with the cookie sheet. With the index finger of the trailing hand, she will slide the dough off the spoon and repeat the process until the sheet is filled. When baking time is completed, the cookies can be removed from the cookie sheet by (a) employing previously learned locating and lifting skills, (b) letting the cookies cool slightly, then loosening with a spatula and remove from the cookie sheet by hand, or (c) by gently twisting

each cooled cookie by hand, noting when it is loose, then remove from the cookie sheet.

Suggested Experiences for Further Evaluation

The Trainee will make cookies, shaping them by hand, e.g., peanut butter.

The Trainee will make drop cookies, e.g., pumpkin.

The Trainee will make a cookie recipe of her choice for Family Seminar and social functions.

The Trainee will apply the shaping and placing of portions on pans to such foods as oven-fried meatballs, hors d'oeuvres, biscuits or cream puffs for a social function at the Guild.

OBJECTIVE F

The Trainee will place thick batter into pans, bake and remove bar type cookies. In doing so, she will be able to:

- –apply orientation skills as she works in the kitchen;
- –apply systematic organizational procedures when assembling and using ingredients and utensils, and in kitchen clean-up;
- –apply measuring and mixing skills to make the batter;
- –apply spreading techniques to evenly distribute the dough in a pan;
- –apply trailing techniques, estimate the size of a serving, evenly measure, cut, and remove bar cookies from a pan;
- –apply oven safety and operation techniques;
- –describe verbally any changes she would make after tasting.

Suggested Learning Experiences and Procedures

The Trainee will prepare a dough, the consistency of brownies, and grease the baking utensil. She will then tactually divide the dough into approximately thirds or quarters depending on the amount of dough. Each third or quarter of the dough is spooned into the pan spreading the dough out evenly, using the radial, edge to edge or clock method. If difficulty is experienced in evenly spreading the dough, the instructor may suggest an alternate method of placing a piece of wax paper on the dough and spreading by gently pushing the dough evenly throughout the pan.

After baking and cooling, the cookies are cut using the following technique: Starting in one corner of the pan, the size cookie

she desires is tactually estimated. For example, to cut a two inch square, use the width of the index finger and middle fingers from the knuckle to the fingertips to measure the square. Cut along the side of the middle finger, stopping at the fingertip, then pivot the point of the knife 90 degrees and make the second two inch cut. Insert the knife under the two inch squares and remove to a serving plate. The cutting procedures are repeated, removing each cookie as it is cut.

Suggested Experiences for Further Evaluation

The Trainee will make a bar type cookie recipe of her choice for Family Seminar and social functions.

The Trainee will apply cutting and serving techniques to foods such as lasagna, jello salads and sheet cakes.

OBJECTIVE G _____

The Trainee will make, ice, and serve cake. In doing so, she will be able to:

- —apply orientation skills as she works in the kitchen;
- —apply systematic organizational procedures when assembling and using ingredients and utensils, and in kitchen clean-up;
- —apply measuring, mixing, and blending skills to prepare a batter and icing of proper consistency;
- —apply pouring and measuring skills to divide the batter equally in the pans for layer cake;
- —apply tactual cues and techniques of visualization to remove the cake from the pans;
- —tactually stack layers of cake so that they are even;
- —apply spreading techniques to ice the cake so that it is attractive;
- —apply trailing techniques to estimate the size of a serving; evenly cut and remove cake servings;
- —verbally describe any changes she would make after tasting.

Suggested Learning Experiences and Procedures

The Trainee will designate the kind of cakes, boxed or from scratch, she prefers to make. She will then make a cake of her choice to be baked in layer pans. To divide the batter equally, cups of batter are measured and alternately poured into the pans.

When the batter can no longer be measured out using a cup, the remaining amount will be estimated and divided equally into the pans using a spatula or spoon. The Trainee will determine primarily by weight whether the batter is equal. Gently shaking the pan from side to side and front to back will assure level distribution of the batter in the pan. After baking, the cakes can be removed from the pans using visualization and tactual cues.

While the cake is cooling, the Trainee will make an icing using her own recipe or one verbally given by the instructor.

To ice the layer cake, the Trainee will place a large piece of wax paper on the cake plate. It should cover the entire plate. When the wax paper is removed at the completion of icing, a neater appearance of the cake will be ensured. One layer of cake is centered on the paper. Using a spoon or rubber spatula, the appropriate amount of icing can be placed on this layer using the clock method and gently spread by using the edge-to-edge method. To place the top layer on the cake, the cake must be positioned on the counter directly in front of herself. After locating

the bottom layer, the top layer is placed on the bottom layer; then a tactual check is made that the placement is accurate. The icing is then spread on the sides of the layers using the index finger as a guide for placing the icing. The procedure for spreading will be the edge-to-edge method. When the sides are completely iced, the top of the cake is iced applying the same techniques as used for the bottom layer.

To remove the wax paper from the cake plate, the Trainee will slide the cake onto the guiding hand, pull the wax paper half way

back toward her, and place the cake on the plate. Then, the remaining paper is gently pulled off as the cake slides onto the cake plate.

Note: *For a very fluffy icing, such as seven-minute frosting or whipped cream, using a dinner fork to spread the icing results in more tactual feedback and less danger of cutting into the cake than if using a knife. Also, decorative "jimmies," coconut or nuts, may be sprinkled on icings to hide mistakes and also to provide eye appeal.*

To ice a cake in a square or oblong pan, the Trainee will select the appropriate method for the consistency of the substance to be spread. Example: broiled icing, clock method; confectioner's icing, clock and edge to edge.

To serve a layer cake, the Trainee will locate the center of the cake by gently measuring the top of the cake with the guiding hand and lightly placing the index finger near the middle of the cake. The point of the knife is then inserted at the index finger and the cut made toward the outside edge of the cake. Without

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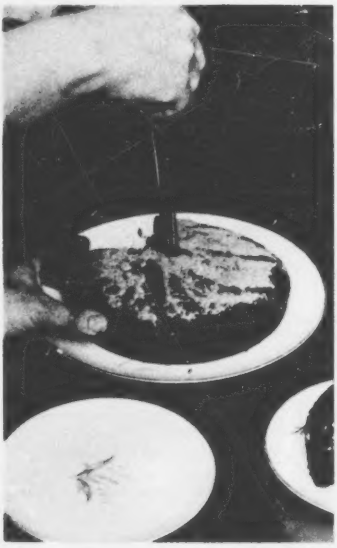


removing the knife, she will gently trail the knife back to the center, angle the knife slightly and cut the desired size piece of cake. Sliding the knife under the slice of cake, with the index finger of the guiding hand resting gently on top of the cake, the cake is removed to a dessert plate. Once the first piece of the cake has been removed, the Trainee can now trail back to the center of the cake with the knife and easily cut the remainder of the cake into desired portions.

To serve a cake baked in a square or oblong pan, the techniques for serving bar type cookies can be applied.

Suggested Experiences for Further Evaluation

The Trainee will make and ice cupcakes for social functions.

The Trainee may ice and cut jello molds and refrigerator desserts for an independent meal or a meal prepared for all the Trainees.

OBJECTIVE H _____

The Trainee will make pies. In doing so, she will be able to:

–apply orientation skills as she works in the kitchen;
–apply systematic organizational procedures when assembling and using ingredients, and in kitchen clean-ups;
–apply necessary blending and mixing skills to make dough and toppings;
–applying measuring, blending, mixing, pouring, and boiling skills to make custard fillings;
–use weight estimation to equally divide the dough;
–use distance estimation to roll out the dough to fit the pan;
–apply pouring skills to place the filling in the pie shell without overflowing;
–apply spreading skills when applying meringue and other toppings;
–apply oven safety and operation techniques;
–apply cake serving techniques when serving the pie;
–verbally describe any change she would make after tasting.

Suggested Learning Experiences and Procedures

Double Crust Pie: The Trainee will make pie dough for a double crust pie using pie crust mix, or from scratch. She will divide the dough in half and gently shape into two equal size balls. The dough will be rolled out between wax paper. To prevent the paper from slipping when rolling the dough, a flat surface is dampened and a piece of wax paper, approximately 14 inches long, is placed on the dampened area. One ball of dough is then placed in the center of the wax paper and flattened out with the palm of the hand in a circular shape. Another sheet of wax paper, the same length as the first, its placed evenly over the pie dough. The dough is rolled to fit the pie pan, periodically checking to reaffirm rolling

the dough in a circle. To check for the correct size, the Trainee will invert the pie pan over the dough and trail around the pan noting if the dough extends at least one inch beyond the pan. The top layer of wax paper is removed by starting at a 6 o'clock position and separating the paper from the dough by carefully pulling the paper off. The crust is placed in the pie pan, dough side down, and adjusted to cover the pan. The paper is removed by keeping the fingers in contact with the paper and dough to prevent tearing the pie crust. It is not recommended that the wax paper be reused for the top crust, so the Trainee will repeat the above procedures for the second crust.

The pie will be filled with a fruit filling that has been previously prepared. After removing the top piece of wax paper from the dough, the top crust is lifted, paper included, inverted and centered on the pie. Then the Trainee will: (a) adjust the crust to cover the filling; (b) remove the wax paper; (c) finish off the edges of the pie by crimping with a fork or fluting with the fingers; and (d) using a fork, systematically prick the top crust to allow for the steam to escape. To eliminate resetting the oven for fruit

pies as suggested by most recipes, the Trainee will bake fresh fruit pies at 400 degrees for 45 minutes, or 30 minutes for canned fillings. Spreading one tablespoon of soft butter or margarine on the bottom crust of fruit or custard pies will aid in preventing a soggy bottom crust.

Unbaked one crust pies: The Trainee will make a pie shell using preceding procedures, a filling will be made for a custard type pie, such as pumpkin. After the crust has been placed in the pan, the crust and filling will be transferred to the stove area to be filled.

The instructor will direct the Trainee to measure out approximately two cups of the filling into the shell by assessing and employing those techniques and tactual cues that are necessary. The half-filled pie shell is transferred to the rack of the preheated oven and the remaining custard added by pouring it directly into the pie from the container. To prevent spilling of the filling, the Trainee will gently and slowly slide the rack back into the oven. She will anticipate possible spillings so that a sudden spattering sound does not frighten her and cause additional spilling.

Baked one crust pies: The Trainee will make and bake a pie shell using preceding procedures but setting the oven for 425 degrees and baking the shell for 10 minutes. She will prepare a pudding type filling, such as lemon meringue. To separate the egg yolk from the egg white, an egg separator or the method with which she is familiar is used. She will break the egg; then gently separate the shell so as not to break the yolk. The shells will be placed slightly apart from each other and the yolk separated from the white, tactually investigating to be sure the yolk is still intact. The Trainee may have to practice separating eggs several times before she feels confident and secure in determining the shape of the yolk intact. The filling will then be made and poured into the baked pie shell.

The meringue will be made and spread on the pie using the clock method for spreading, or the meringue can be covered with a piece of wax paper and then gently pressed toward the edges of the pie using the radial spreading method. When the Trainee is tactually aware of complete coverage, the wax paper can be removed and the meringue browned in a 350 degree oven for approximately 10 minutes.

The Trainee and instructor will discuss the finished product as to appearance and taste, as well as any procedural changes in making the next pie.

Suggested Experiences for Further Evaluation

The Trainee will make a double crust canned fruit pie for an independent meal.

The Trainee will make pecan tarts for Family Seminar or a Trainee party.

OBJECTIVE I

The Trainee will safely and confidently french fry foods. In doing so, she will be able to:

- –apply orientation skills as she works in the kitchen;
- –apply systematic organizational procedures when assembling, using ingredients, and in kitchen clean-up;
- –apply cutting and slicing skills to prepare foods for frying;
- –apply measuring techniques to estimate the appropriate amount of oil for the amount of food to be french fried;

–identify and interpret the sensory cues for adjusting temperature and estimating cooking time;
–apply safe trailing techniques when cooking and removing the food;
–describe verbally any change she would make after tasting.

Suggested Learning Experiences and Procedures

Note: *For safety reasons, it is not recommended that a blind person french fry foods unless she demonstrates the necessary skills to perform safely and confidently. If this experience is indicated for a Trainee, the cold pan method of frying is suggested. However, if the Trainee is confident and familiar with using a deep fat fryer, she can apply the basic hot pan method to her own appliance.*

The Trainee will place potatoes, sliced for french frying, in a cold skillet (electric or regular) and add cold oil. With the fingers on top of the potatoes, she will determine complete coverage when the oil touches the fingers. The temperature control will be set on high. The Trainee will then listen for sound changes, such as a combination of a boiling and frying sound as the oil heats. When a crackling, crisp frying sound is heard, the control is turned to simmer. Using a slotted spoon, the Trainee will analyze the change in texture, location in the pan, and odors produced as the potatoes fry. Example: crisp potatoes will float as they begin to complete the frying process and a brown "smell" will be evident. When the potatoes are done, they can be removed from the skillet, using a slotted spoon to drain the oil. An alternate method is to place the potatoes in a french fry basket and fry in a sauce pan of appropriate size. The same frying procedures are used as for the skillet. When frying more than one batch of food at a time, it is recommended that the heat source be turned off while cautiously adding the food. Under supervision, the Trainee will apply french frying procedures to a variety of meats, vegetables, and doughs.

Suggested Experiences for Further Evaluation

The Trainee will independently french fry one or more foods, such as chicken, onion rings, eggplant, and/or shrimp.

OBJECTIVE J

The Trainee will safely broil foods. In doing so, she will be able to:

- –apply oven safety techniques to using the broiler;
- –accurately adjust the rack and temperature for the specific food to be broiled;
- –identify and use sound, odor, time and/or texture to determine when to turn the food over and remove;
- –apply trailing techniques to locate, turn over, and remove the food.

Suggested Learning Experiences and Procedures

The Trainee and instructor will discuss the foods that are often broiled. Examples: steak, fish, chicken. The instructor should review with the Trainee the safety techniques and stress the dangers that exist when broiling meats, such as spattering of fat that can ignite, and direct heat which will cause foods to burn more readily (placing about ½ cup of water in the broiler pan aids in preventing the fat from igniting). Because of the safety factor, the Trainee should demonstrate experience in food preparation procedures and a healthy respect for working with direct heat.

The Trainee will broil a piece of meat, such as chicken, using a gas or electric broiler. The length of time required to broil the chicken pieces will be estimated. Pieces of chicken will be placed on a broiler pan and the pan adjusted approximately two inches from the heat source. As the chicken broils, the Trainee will verbally discriminate the changing odor and sound cues checking occasionally with a fork to verify the cooking process. At the completion of the first side (approximately 12 minutes for average size pieces) tongs should be used to turn the chicken over. The completion of the cooking process will be recognized by smell and time; and then the chicken removed from the broiler.

When broiling meats such as hamburgers, steak, or fish, the Trainee may find that a spatula and a fork will provide more feedback for turning the meat over. The fork is used as a back-up tool to prevent the meat from slipping off the broiler pan when turning it over with the spatula. Until a Trainee becomes confident with turning foods over on the broiler pan, she may prefer to remove the pan from the oven completely to alleviate realistic fears.

Many Trainees have been accustomed to outdoor cooking using charcoal, or electric or gas grills. Before the instructor teaches this skill, the Trainee must have already demonstrated the ability to broil meats in the kitchen, use her remaining senses efficiently and confidently, and express a desire to do this type of cooking. It also requires a knowledge and understanding of the operation of the particular kind of grill to be used. The Trainee and instructor should discuss all the dangers of using outdoor grills and the safety precautions required. Examples: trimming fat off meat before cooking, wind shifts, correct utensils, and placement of grill racks. This experience can be a very rewarding one, particularly for the Trainee who enjoyed camping or outdoor cooking.

Suggested Experiences for Further Evaluation

The Trainee will broil open-face sandwiches or hamburgers for a luncheon.

The Trainee will make a cake with a broiled icing.

The Trainee may have an outdoor picnic and serve charcoal

broiled hamburgers and/or hot dogs.

OBJECTIVE K

The Trainee will use a communicative device and prepare a recipe. In doing so, she will be able to:

- –select a familiar and unfamiliar recipe that can be prepared in a specific amount of time;
- –independently follow a recipe using a communicative device;
- –apply necessary food preparation skills;
- –verbally identify any skill with which she had difficulty;
- –verbally analyze how she can correct a deficiency.

Suggested Learning Experiences and Procedures

The Trainee will decide which communicative device will be used for recipes, such as braille, cassette, or large print. For the initial experience, a familiar recipe will be selected that can be prepared during the classroom period. The recipe will be carefully read or listened to; the ingredients and utensils assembled; and the recipe followed to completion.

After a number of these experiences, she will independently use a communicative device to prepare a recipe of her choice.

When a number of skills have been achieved, related to using appliances and food preparation, additional experiences will be provided in using a communicative device to prepare a recipe containing these multiple skills. These recipes may be standard or may need to be created by the instructor to make certain the selected skills are included in the recipe. Example: Making a casserole in which the Trainee will need to use a blender, can opener, boiling or sautéing skills, and larger quantities than a recipe states.

These experiences will be incorporated into the individual Trainee's program periodically during the adjustment training program. Any difficulties encountered by the Trainee will be used as objectives for immediate reinforcement or further instruction.

Suggested Experiences for Further Evaluation

The Trainee will independently use a communicative device to follow a recipe that she has brailled, handwritten, or recorded.

OBJECTIVE L

The Trainee will plan, make purchases for, and prepare a meal for invited guests. In doing so, she will be able to:

- –plan an attractive, well-balanced menu;
- –purchase the food and centerpiece;
- –apply all necessary food preparation and organization skills;
- –problem solve and make independent decisions where necessary;
- –self-evaluate her success and/or problems encountered.

Suggested Learning Experiences and Procedures

The Trainee will independently plan, purchase food for, and prepare a meal for at least two guests.

One week before the dinner, the Trainee will plan a well-balanced menu using foods that provide variety, color, and textures. The Trainee will secure any recipes and braille, write, or tape them for use in preparing the dinner. She will make a grocery list and do her own marketing (reinforcement of Communications Skills, Techniques of Daily Living, and Mobility). She will

set up her own schedule for preparing the dinner, and invite her own guests. If a centerpiece is desired, she will secure one of her own choice.

The day of the dinner, she will be allowed free access to the kitchen with as few interruptions as possible to prepare the selected menu. Every opportunity should be provided for her to problem solve and make independent decisions. This type of experience will be repeated by the individual Trainee until she feels confident and comfortable.

Suggested Experiences for Further Evaluation
The Trainee will take the initiative to plan and prepare a picnic or another meal for four or five guests.

OBJECTIVE M
The Trainee will participate in the planning, preparing and serving of foods for group social activities.

Suggested Learning Experiences and Procedures
During the 15-week program, usually all of the Trainees have a group party, dinner, picnic, or tea. They are provided with the opportunity to plan, prepare, and serve the food or foods they so desire. The Trainees scheduled in the Household Arts classes prepare the food. They select a Chairman, Co-Chairman, select the menu, and set up a schedule for preparation. This is done in Household Arts Seminar. The Household Arts instructor aids the Chairman as necessary and suggests assistance from those Trainees that have skills to perform the various tasks such as setting tables, preparing salads, meats, and desserts. Quantity

cooking is shared by a number of Trainees. The Trainees are encouraged to use their own individuality and apply the skills from Household Arts and all other courses.

Examples:

Leisure Time Instruction–Participating in entertainment and social activities.

Communications–Writing, typing, and/or brailling invitations.

Mobility–Traveling to, from, and within stores for shopping.

Sensory Training–Using sound localization, selectivity, and discrimination while socializing.

Techniques of Daily Living–Self-serving, eating, grooming, and purchasing.

Counseling–Dealing with losses of social adequacy, obscurity, and self-esteem.

UNIT IV
LAUNDRY

OBJECTIVE A

The Trainee will confidently sort and wash personal clothing. In doing so, she will be able to:

- –sort clothing for laundering by colors and/or degree of soil;
- –estimate and use the appropriate amount of detergent;
- –set the washer and dryer cycle controls for the appropriate wash load;
- –hand wash selected items.

Suggested Learning Experiences and Procedures

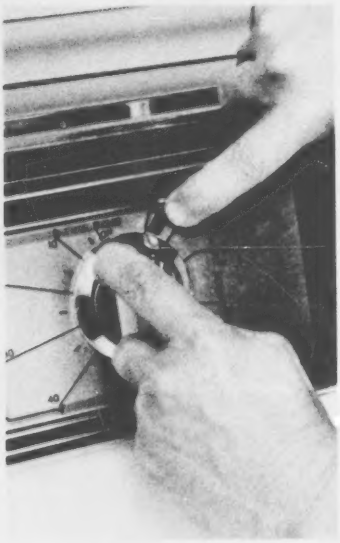
The instructor will discuss with the Trainee her clothing as to type of fabric and washability. This will include hand washables (nylons, fine knits) machine washables (perma-press, cottons) and dry clean only fabrics (wools).

Clothes to be washed in the automatic washer will be separated according to light and dark clothes by using: (a) tactual cues, such as pockets, trims or sleeves; (b) separate laundry bags for light and dark colors; (c) small safety pins or braille tags; or (4) small mesh bags for small items. The Trainee will select one or a combination of the above suggestions and then use that system for sorting clothing. It may be necessary for the instructor to identify a color according to light and dark if the Trainee is unfamiliar with colors. For the homemaker to sort family wash loads, it is necessary for family members to identify their personal clothing using a color code system selected by the Trainee.

The Trainee and instructor will discuss the type of laundry equipment with which the Trainee is familiar.

Note: *At the Guild, the Trainee receives instruction in using an automatic washer and dryer.*

The Trainee will tactually examine the washer to determine similarities to her own, noting opening and closing of lid and placement of controls. She will trail from right to left on the control panel as the instructor identifies the function and tactual characteristics necessary for operation. It may be necessary for a sighted person to mark the controls on washers and dryers for tactual identification of the various wash and dry cycles accord-



ing to the manufacturer's directions. Example: (1) tape on start position of dial for perma-press cycle, to be matched with corresponding tape on face of the control panel; or (2) utilization of available indicators (pointers on dials) as a reference for setting the appliance, using clock positions.

Under supervision, the Trainee will practice setting each control according to wash loads and type of fabric. Example: Perma-press water temperature and level cycle selection.

Detergents, bleaches, water and fabric softeners, will be discussed. The appropriate amount of detergent and/or other additive will be measured for the wash load using the correct measuring devices. These will be added to the washer in the manner specified by the manufacturer. A load of pre-sorted clothes will be placed around the agitator (if top loading) in a systematic manner to prevent off-balance of the washer. Example: 12-3-6-9 o'clock positions. The controls will be set and the machine turned on.

The Trainee will examine the dryer controls while the instructor identifies the function of the controls and the appropriate set-

tings. As she practices setting the dryer, the instructor will give appropriate feedback concerning correct identification of controls and settings. The instructor will also note if the Trainee is able to transfer previous instruction from the washer to the dryer. Any specific care of these appliances recommended by the manufacturer should be pointed out to the Trainee, such as procedures for cleaning lint filters.

Under supervision, the Trainee will wash and dry her clothing repeating this task on a weekly basis or more often until she is confident to perform independently.

The Trainee and instructor will discuss hand laundry procedures and examine clothing for noticeable spots. Example: chocolate milk spilled on clothing will dry hard, providing tactual feedback. As the Trainee washes her clothes, the instructor will describe techniques that may be employed, such as allowing clothes to soak 5 to 10 minutes in detergent solution, gently squeezing and rubbing fabric together and rinsing until water no longer feels soapy.

Suggested Experiences for Further Evaluation

The Trainee will independently wash her clothing using an automatic washer and dryer.

The Trainee will do her own personal hand laundry.

The Trainee will do her family's laundry when at home over a week-end. She will self-evaluate her success and/or problems with the Household Arts instructor.

OBJECTIVE B

The Trainee will safely and confidently iron her personal clothing. In doing so, she will be able to:

- –set up the ironing board in a proper location;
- –plug the iron into the wall outlet easily and safely;
- –estimate the amount of water to use and fill the steam iron;
- –set the temperature control at the appropriate setting for the specific item to be ironed;
- –employ the trailing techniques for locating and replacing the iron;
- –iron flat pieces and garments and tactually check that there are few wrinkles;

—replace the iron on the board accurately without loss of motion or accident.

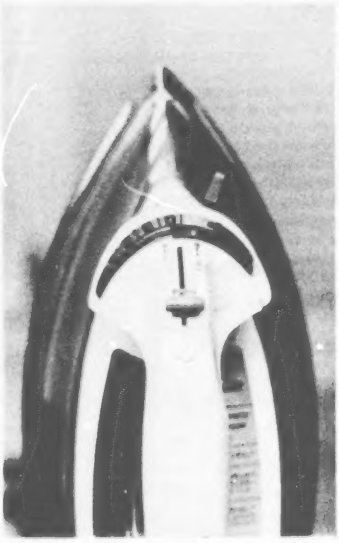
Suggested Learning Experiences and Procedures

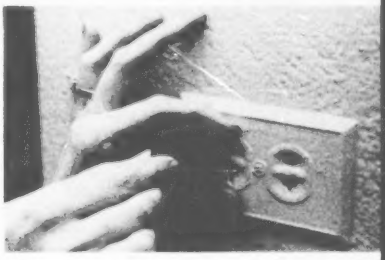
The Trainee and instructor will discuss the kind of iron and ironing board the Trainee is accustomed to using. After examining the available equipment, she will select that which is most like her own. The ironing board will be set up in relationship to the electrical outlets and for safe mobility within the ironing room. The iron will be placed on the wide end of the board with the cord hanging down in front of the board. To insure correct positioning of the body for ironing the Trainee will face the board with the left hip in line with the board at the point it begins to narrow (for right handed person).

Locating the cold iron will be practiced by trailing with the back of the right hand along the front of the board to the cord and following the cord to the handle. To replace the iron in a upright and safe position, the flat surface of the iron will be kept on the board and at the same time the arm is extended until the tip of the

iron is three or four inches beyond the edge of the board. This places the heel rest in the middle of the board and assures that the Trainee will replace the iron in a safe and correct position. Further check can be made for correct placement by laying the palm of the hand on the board, with the tips of the fingers in contact with the heel rest. The wrist should be even with board edge. It is important that the Trainee practices locating and replacing the cold iron until she feels comfortable and confident with this procedure.

The Trainee will be shown how to set the temperature control of the iron and if she is using steam, will fill the iron with water according to the manufacturer's directions. *For most electrical appliances, the "off" position or lowest temperature at which the appliance will operate is to the left, and highest temperature to the right. This should be emphasized by the instructor to assure transference of knowledge to appliances in the kitchen, such as a coffee maker and toaster.* The iron will be set for various temperatures—"off" position "dry iron," and "steam" position for different fabric content. Recall of the procedures that were used for setting





controls of the oven can be used as designated by the instructor to set the iron control. Example: Tactual identification of indicator and placing it at a clock position for fabric selection.

The iron will be filled with water using a plastic mustard or catsup dispenser, by squeezing the bottle gently about 15 times. This will measure approximately one-half cup of water, enough for ½ hour of steam ironing. A dry iron may be used if preferred.

The instructor will demonstrate plugging the iron safely into a wall outlet. The Trainee will:

1. Hold the rubber portion of the plug between the thumb and index finger of the dominant hand.
2. Locate the direction of the holes in the wall outlet by gently trailing the outlet with the index finger of the guiding hand.
3. Place thumb and index finger of guiding hand on either side of the holes and trail the plug prongs to locate the holes in the outlet. The prongs will slide into the outlet freely and safely.
4. The Trainee will practice this procedure several times to overcome realistic fears.

The heat control will be set for the wash and wear setting and flat pieces and personal garments will be ironed. There is no specific method taught for ironing procedures, but constant visualization is essential. The instructor may need to remind the Trainee to use pockets, cuffs, or seams as guides for determining where to start and end the ironing. It is important that the Trainee check tactually for possible wrinkles by gently sliding the hands over the fabric after she has ironed a portion of it. A variety of garments will be ironed to develop confidence in the ability to iron and overcome realistic fears.

Suggested Experiences for Further Evaluation

The Trainee will display confidence and assurance when ironing her personal clothing.

The clothes the Trainee wears will be without wrinkles after she has ironed them.

UNIT V
HOUSEKEEPING

Note: *When using this unit, the instructor must keep in mind a number of variables that may be presented with an individual Trainee. For the majority of experienced homemakers, cleaning techniques are, for the most part, a recall activity. Therefore, they may not require a specific amount of instruction but emphasis on efficient methods, safe and adaptive techniques the Trainee may employ with her own particular methods.*

The instructor should be aware of the background of the Trainee, as well as her visual acuity and ability to remain oriented in a room. For example, a homemaker may have always had outside help for cleaning or laundering and would not desire instruction in these areas. Or, she may remain oriented in a confined area such as the kitchen, but have difficulty remaining oriented in a larger room that requires moving about when using a vacuum cleaner.

OBJECTIVE A

The Trainee will make a bed. In doing so, she will be able to:

- –use trailing techniques to place and adjust the sheets and blanket;
- –estimate equidistance of bed linens and adjust if necessary;
- –use trailing techniques to check and remove the majority of wrinkles;
- –center the pillow on the bed.

Suggested Learning Experiences and Procedures

The Trainee will discuss with the instructor any problems she has had in making a bed since blindness. Example: locating hems or sheet placement.

Soiled linen will be removed by the Trainee and clean linen will be replaced. As this task is performed she will tactually check that the linen has been placed on the bed with the hems at the head and foot. The sheets, blankets and spread will be systematically placed and adjusted so that they are equidistant on each side of the bed and properly tucked under the mattress where appropriate. The pillow will then be placed on the bed and the spread

tactually checked for wrinkles. If adjustments are required, the Trainee will make the necessary correction.

Note: *Many Trainees do not require step-by-step instruction in bedmaking procedures. However, it may be necessary for the instructor to give very specific instruction to the inexperienced person. Also, a Trainee may have some disabilities, such as a heart condition or ambulatory problems, the instructor must consider before having the Trainee perform this task. This requires an evaluation by the instructor and medical advice to determine if the Trainee should be permitted to do all, or any part of this task. While an individual may be unable to complete the entire task, he or she may be capable of straightening the bed linen on a daily basis.*

Suggested Experiences for Further Evaluation

The Trainee will be responsible for making her bed daily and changing the linen weekly.

OBJECTIVE B

The Trainee will perform kitchen clean-up tasks systematically. In doing so, she will be able to:

- –assemble and organize dishes and/or utensils to be washed;
- –tactually estimate and use proper amount of detergent;
- –use her own system for washing dishes and utensils tactually verifying for cleanliness;
- –dry and replace dishes and utensils, clean counters, appliances and background surfaces thoroughly.

Suggested Learning Experiences and Procedures

The Trainee will systematically perform the following basic cleaning procedures at the completion of each food preparation class to provide the reinforcement necessary for these skills to become automatic.

At the end of each class, the Trainee will scrape or rinse utensils to prevent food or paper from going into the dishwasher. The dishes and/or utensils will be assembled. Example: Stacking glasses and silverware that are to be washed first, nearest the sink. The amount of detergent to use for the assembled items to be washed will be estimated, such as approximately two teaspoons of liquid detergent squirted into the palm.

While washing the dishes, the Trainee will consistently follow the shape of the utensils around the perimeter and use an overlapping motion through the center of the utensil. A check should be made for foods that may have adhered to utensils and the best method used for removing, such as use of metal or plastic scouring pads. When washing glasses, the Trainee should be cautioned about inserting and forcing her hand into a glass which could have a crack and break. As the dishes are dried, they should be rechecked for cleanliness as the towel makes contact with the utensil. After drying, the utensils will be replaced in the appropriate storage areas.

Note: *The instructor should emphasize to the Trainee safety factors involved in handling knives and sharp objects. They should be washed immediately after using and put away. When washing a knife, the dull edge of the blade should be toward the palm, as the dish cloth is gently glided from the handle toward the tip. Sharp objects should never be left in soapy dishwater. A knife*

rack is recommended for safe storage. If this is not available, the Trainee should be cautioned about storing sharp instruments loosely in a drawer. It is suggested that such items as the cardboard inserts from toilet tissue rolls, wax or foil paper be used to store the corresponding size paring knife or butcher knife.

To clean counter areas, the Trainee will mentally section off the counter into thirds across the length and width and wipe each section toward the sink or into her hand in order to remove loose food particles. Then the counter sections should be systematically

cleaned again, inspecting with the free hand to assure the removal of all particles from the counter and to ensure thorough cleanliness. The stove, cabinet doors, table tops, refrigerator, canisters, small appliances and the wall areas behind the stove and counter should then be wiped. The Trainee must visualize the areas around the work areas as well as those actually used in order to remember to frequently clean these background surfaces. The instructor may have to remind the Trainee periodically about these adjacent surface areas because this is part of the daily clean-

ing procedures that is often omitted. It should be emphasized by the instructor that regardless of the cooking done on the surface burners, frying or boiling, the steam or fat particles often will accumulate on temperature controls and oven door handles and present an unclean appearance if not wiped off at the completion of cooking.

Suggested Experiences for Further Evaluation
The Trainee will clean the kitchen at the end of all food preparation classes.

OBJECTIVE C
The Trainee will safely operate a food waste disposer. In doing so, she will be able to:

- —tactually distinguish that which can or cannot be placed in the disposer;
- —use sound cues to determine completion of grinding process.

Suggested Learning Experiences and Procedures
The Trainee will be instructed in the safety techniques in operating a food waste disposer. *Make sure the switch is off.* The disposer unit will be examined noting the size of the disposer chamber, the sharp grinding devices at the bottom of the chamber, and the controls. The manufacturer's instructions for operating will be followed.

The Trainee will practice operating the food waste disposer remembering to always run water during the grinding process. The importance of keeping foreign objects, such as spoons, bottle caps and wooden objects, from entering the cutting chamber will be emphasized. If foreign objects are suspected in the chamber while in use, the Trainee will *immediately turn off the unit* and tactually examine the interior to locate and remove the foreign object.

Suggested Experiences for Further Evaluation
The Trainee will safely operate the food waste disposer after food preparation.

OBJECTIVE D

The Trainee will safely and systematically load and operate a dishwasher. In doing so, she will be able to:

- –use the landmark technique to fill the dishwasher;
- –estimate appropriate amount of detergent and operate the dishwasher.

Suggested Learning Experiences and Procedures

The Trainee will examine the controls on the dishwasher and compare them to the one with which she is familiar. She will examine the dishwasher to identify the different sections for placing those items to be washed.

To load the dishwasher: (a) use one hand to locate the prongs on the dishwasher rack, then, locate that hand by using a utensil in the opposite hand; (b) carefully slide the utensil into the rack and systematically place the remaining items by loading from the back of the dishwasher to the front; (c) remove the silverware basket to load it, thereby preventing silverware from falling into the bottom of the dishwasher; and (d) add detergent and start the dishwasher according to manufacturer's instructions.

Suggested Experiences for Further Evaluation

The Trainee will use the dishwasher after preparing a complete meal or when there are a number of dishes to be washed.

OBJECTIVE E

The Trainee will use systematic procedures to clean household fixtures and furniture. In doing so, she will be able to:

- –dust and/or polish a piece of furniture systematically and completely, without streaking;
- –estimate the appropriate amount of cleaning agent to use by time and/or texture cues;
- –use systematic dusting procedures to clean windows, mirrors and fixtures using tactual and sound cues for thoroughness.

Suggested Learning Experiences and Procedures

The instructor will describe the basic systematic cleaning procedures which the Trainee will use. Using these procedures the Trainee will dust a flat piece of furniture such as a table. If there is

a possibility of knocking objects off of tables, those items should be removed. The perimeter will be dusted first using the dusting hand as a guide. The remainder of the flat surface will then be dusted in both directions to prevent streaking, and then the legs of the table dusted. For the Trainee who has difficulty in gaining tactual feedback when using a dust cloth, a mitt made of soft fabric or a man's sock proves to be an efficient aid for dusting.

If the Trainee uses a furniture polish, she will continue to use the kind with which she is familiar. It is more efficient to spray or

apply the polish directly on the cloth or mitt. The amount of polish applied can be better determined through time or texture and/or the direction of the polish if it is a spray type. She will proceed with the polishing, applying the basic procedures used in dusting.

To clean windows and mirrors, the Trainee will use that cleaning agent she considers effective for the particular task. Spray cleaners are not recommended because of possible damage to curtains or drapes should the spray accidentally come in contact with

the surrounding area. The same systematic procedures used in dusting are used in cleaning windows and mirrors. Auditory and tactual feedback can be used to check cleanliness. Example: hearing the squeaky sound when a finger is run down a clean window or comparing the feel of a dirty window to a clean one.

To clean bathroom fixtures, the Trainee will use any cleaning agent that she considers most effective for that particular task. The same systematic procedures used for dusting are used for recognizing that the sink or tub is clean and well rinsed by the slick feel when the cleanser is thoroughly removed. A commode will be cleaned by using the cleaning agent and brushing procedures with continued emphasis on the basic systematic procedures.

The Trainee will discuss with the instructor other household items that can be cleaned using these same procedures, such as venetian blinds and walls. The cautious storage of cleaning agents and poisons will be discussed. The Trainee will be aware of the danger of storing these items with food items and of combining cleaning agents such as ammonia and clorox, which produce fumes that may be injurious to eyes, nose, and throat.

OBJECTIVE F

The Trainee will apply systematic procedures to clean a stove and refrigerator. In doing so, she will be able to:

- –remove, clean, cover with foil and replace the drip pans of a stove;
- –apply basic cleaning procedure to clean the exterior of the stove;
- –apply the basic cleaning procedures to oven and racks; and place foil on the bottom of the oven;
- –systematically remove from and replace the food on their original shelves of the refrigerator;
- –apply basic cleaning procedures to clean the exterior and interior of the refrigerator.

Suggested Learning Experiences and Procedures

The Trainee will dismantle the surface burners of a gas or electric stove, tactually noting any food stuck or burned on the drip pans, then place them in the sink to soak. Using a cleaning agent and systematic procedures, the top and outside of the stove will be

cleaned. As the stove top and drip pans are cleaned a scouring pad is used if necessary to remove any burned on food.

The oven and racks will be cleaned using a safe cleaning agent. It is well to overemphasize scrubbing procedures to assure removing any burned on food. Cleanliness can be determined by a slick and smooth feeling when the hand is rubbed on the surfaces. *It will be recommended that the Trainee NOT use cleaning agents that contain lye or any harsh chemical that might present a danger to the individual or create fumes that might cause discomfort to the eyes or skin.*

It is suggested the Trainee line the drip pans and bottom of the oven with aluminum foil as a labor-saving technique in cleaning. After the stove is clean and appropriate areas covered with foil, the Trainee will reassemble the stove parts.

The refrigerator will be defrosted and cleaned using systematic cleaning procedures and the proper cleaning agent. To avoid confusion, the Trainee will clean one shelf of the refrigerator at a time and replace the food on one shelf before beginning the next shelf.

OBJECTIVE G

The Trainee will use systematic procedures to dust, scrub and/or vacuum a floor. In doing so, she will be able to:

- –remain oriented to the section of the floor she is cleaning;
- –use systematic overlapping strokes in cleaning an area;
- –sweep a floor and remove the dirt from a centrally designated point using tactual and/or sound cues to check for thoroughness;
- –scrub a floor with a sponge mop;
- –scrub or wax a floor on her hands and knees using the wet parts of the floor as her reference points;
- –vacuum a carpeted room, keeping the cord of the vacuum behind her at all times.

Suggested Learning Experiences and Procedures

The Trainee will dust a floor using dusting procedures that she has always used. The instructor will point out that she should overemphasize the techniques in order to be confident that she does not streak the floor. As the dust mop is moved back and forth

horizontally or vertically, she will estimate the width of the mop and from that estimation determine how far to move. This experience is repeated until accuracy is achieved.

A dust mop will be used to sweep the kitchen floor. It is difficult to determine the movement of the debris using a broom and the customary sweeping motion; therefore, a dust mop is recommended for this task. The Trainee will mentally section off the kitchen floor area in halves or quarters depending on the size of the room. A stationary location to bring the dirt, such as a table or doorway, will be established. A dragging motion of the mop will be used to collect the dirt from one section of the room starting at a corner and sweeping the peripheral edges first. The dirt is brought to the predetermined location and the mop gently shaken to remove the dirt. To sweep under a piece of furniture the Trainee will stand directly in front of the furniture with one foot extended slightly ahead of the other. Using an arc-like motion, she will sweep under the furniture and bring the dirt to the extended foot. This procedure is repeated after gently shaking the mop. The collected debris is then moved to the predetermined point.

When all sections of the floor have been swept, the Trainee will sweep the dirt from the central point into a dust pan, hearing or feeling it as it is swept into the pan. To confirm thorough cleaning, a paper towel or piece of newspaper is dampened and with a circular motion loose particles are picked up around the central point.

Note: *The Trainee will use this last technique after all food preparation classes to clean up any food particles, such as flour or sugar, that may have been spilled.*

The Trainee will scrub a floor using a sponge mop or on her hands and knees. When scrubbing with a mop, she will apply the same room sectioning techniques as used in sweeping. A sponge mop is recommended over a string mop because it provides more tactual feedback, better location of movement, a more sanitary method and less chance of portions of the mop becoming loose as often happens with a string mop. With a scrubbing and overlapping motion, the Trainee will systematically scrub the floor and use points of reference, such as stove or drawer handles, to determine where to rinse out the mop at appropriate intervals. The bucket should be placed at a stationary landmark in order for it to be safely located.

When the Trainee prefers to scrub a floor on her hands and knees, this experience should be provided. She will use the same scrubbing techniques as for scrubbing with a mop, substituting the wet floor for tactual feedback for reference points.

If the Trainee wishes to use floor waxes, she will tactually estimate the appropriate amount of wax and spread the wax evenly using the same techniques as noted previously.

Using a vacuum cleaner, the Trainee will apply the basic pro-

cedures used in dusting, sweeping, and scrubbing floors. She will overlap the sweeping motion a number of times to be reasonably assured of having removed the soil. The furniture placement will be checked to prevent marring with the vacuum cleaner. Small pieces of furniture will be moved to allow freer movement with the cleaner. To prevent the cord from becoming entangled in the beater mechanism, the Trainee will plug the cord into an electrical outlet located behind her and change outlets as different sections of the room are cleaned. Practice should be provided in vacuuming rooms, such as a carpeted bedroom or an office, where furniture placement and size are different.

UNIT VI
BASIC SEWING

OBJECTIVE A

The Trainee will thread a needle for basic hand sewing. In doing so, she will be able to:

—use a self-threading needle, wire loop needle threader and/or Hexe-needle threader;
—knot the thread;
—select the needle threading device most effective for her.

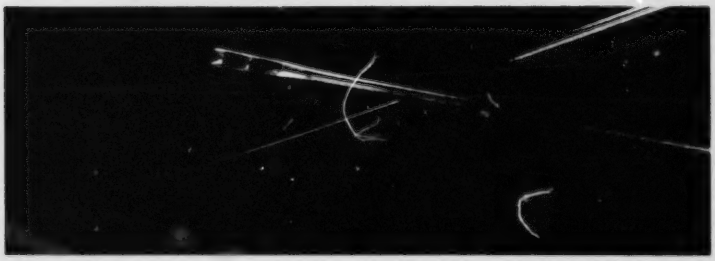
Suggested Learning Experiences and Procedures

The Trainee and instructor will discuss the various types of needles and threading devices the Trainee may use for basic hand sewing procedures: e.g., Self-threading needles; Wire loop needle threader; Hexe-Automatic needle threader.

The instructor should note there are other threading devices on the market but these three are the easiest to learn to thread.

The Trainee will be provided with experiences threading a needle using each of the three threading devices. She will choose the one best suited to her individual needs and master that device.

Self-Threading Needle. The Trainee will examine the needle and locate the slit immediately above the eye of the needle with her fingernail. The thread and needle will be held between the index finger and thumb of one hand and the thread between the thumb and index finger of the other hand. The slit is located and the thread pulled through with a downward motion. The Trainee should practice threading the needles and conclude if it is necessary to modify the procedure to facilitate ease of threading.

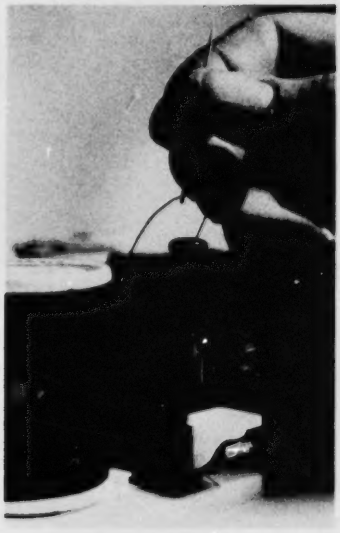


To knot the thread, the Trainee will leave the thread on the spool and tactually locate and knot the thread on the loose end. She will measure and cut off the desired length to be used for a specific task where a single thread is desired, as in hemming. Where a double thread is needed, as in sewing on buttons, the loose end on the spool will be knotted first. Then the thread can be cut to the desired length and the loose end knotted. The two knots are finally tactually brought together and knotted. Trainee should note that by leaving the thread on the spool while threading the needle and knotting the threads there is easier identification of the thread because of the tension created as the thread is pulled from the spool.

Wire Loop Needle Threader. The Trainee will examine the wire loop needle threader and practice inserting the wire loop of the threader through the eye of the needle. The thread will be placed through the wire loop by: (a) twisting and rolling the end of the thread into a ball large enough to be felt and pushed through the loop; or, (b) wrapping the thread around the head of a pin and using the pin as a guide to push the thread through

the loop, pull the wire loop back out of the eye of the needle with a single thickness of thread intact. The thread will then be knotted as required for the specific sewing to be done.

Hexe-Automatic Needle Threader. While the Trainee tactually examines the needle threader, the instructor should identify and explain the function of the parts. To thread the needle, the needle threader will be placed on a flat surface. The groove behind the vertical funnel of the threader is located, and approximately eight inches of thread is laid across the groove. Next, the eye of the needle is tactually located and the needle inserted eye down into the vertical funnel. Then, the depressor in front of the vertical funnel is located and gently, but firmly, depressed. This causes a small piece of wire to push the thread through the eye of the needle, at the same time forming a small loop of thread midway up the vertical funnel. Keeping the depressor pushed down, the Trainee will trail up the funnel until she locates the wire. Then pinch for the loop of thread and pull it away from the funnel at the same time. She will ascertain having located the loop by the auditory sounds of the moving spool of thread. The thread will continue



to be pulled by the Trainee until she feels a single thickness of thread. The needle will be lifted out of the vertical funnel and checked to reaffirm that the needle is threaded. The thread is knotted as in previous experiences.

The Trainee will practice using the needle threading devices to become confident when using them in future hand mending experiences. The Trainee will recognize the advantages and disadvantages of each device and the features that make one more applicable than another in specific sewing procedures. Example: Wire loop needle threader can be used to thread a sewing machine.

Suggested Experiences for Further Evaluation

The Trainee will thread a sewing machine needle.

The Trainee will select the type of needle or threading device to be used for a specific sewing project.

OBJECTIVE B

The Trainee will accurately sew on buttons. In doing so, she will be able to:

- –apply needle threading procedures;
- –tactually locate button placement and holes of the button;
- –use the straight or cross sewing method to sew on a two hole button, a four hole button, and a shank type button.

Suggested Learning Experiences and Procedures

The Trainee will sew on a large two hole button using tactual cues, such as small pieces of thread remaining on the garment from original button placement, for accurate positioning. The needle is threaded, the hole of the button located, and the needle inserted through the wrong side of the fabric into one of the button holes. The button is sewn on the fabric by alternately placing the needle in holes on the button. The Trainee will tactually check for thread loops on the top of the button that would indicate improper sewing. The stitching should be repeated four to six times to secure the button in place. This procedure is repeated each time using a button of a smaller size, recognizing the increased difficulty in tactually locating the button holes.

Using a four hole button, the Trainee will apply the same button placement and hole locating techniques as in the two hole

button. The straight or cross method for sewing will be practiced on a four hole button. In the straight method, the Trainee will decide which two holes to sew first and cover the other two with the thumb. During the sewing process, if the needle should contact the thumb, an incorrect insertion will be obvious. She will take four or five stitches and repeat the same procedure in the remaining two holes.

The cross method will be used by the Trainee who is accustomed to this method and has good spatial awareness. The fabric and button should be positioned by the Trainee who will tactually identify and then visualize the holes diagonally across from each other. The Trainee will position her thumb at the hole she intends to place the needle through and recognize a misplacement of the needle if it does not touch the thumb. Four or five diagonal stitches will be taken and the procedure repeated in the remaining two holes.

The Trainee will sew on shank type buttons, applying tactual cues associated with the techniques for sewing on two and four hole buttons. She will modify the techniques as necessary. To prevent bunching the fabric under the button, it is suggested that the needle be inserted through the fabric rather than trying to catch fabric and shank all in one operation.

Suggested Experiences for Further Evaluation

The Trainee will sew on buttons that may come off her personal clothing.

The Trainee will apply the button sewing techniques to sewing on snaps and eyes.

OBJECTIVE C

The Trainee will sew in a hem. In doing so, she will be able to:

- –identify the right side of fabric by using tactual cues;
- –accurately measure and mark a hem with pins;
- –accurately turn up a hem following pins;
- –neatly sew in a hem;
- –apply needle threading procedures.

Suggested Learning Experiences and Procedures

The Trainee and instructor will discuss the kinds of measuring

devices that can be used for measuring hems, such as tactually marked rulers, various widths of cardboards or a tactually marked tape measure.

The Trainee will demonstrate any hemming stitch and discuss its effectiveness with the instructor.

To identify the right side of the fabric, the instructor will point out tactual cues, such as smooth or rough texture. If the right side is not tactually identifiable, the instructor will designate the right side, and the Trainee will then mark it with a safety pin.

She will now practice measuring, pinning, and sewing in a hem on a piece of fabric using a measuring and needle threading device.

To measure a hem, the Trainee may choose to use a piece of cardboard of the desired hem width. The cardboard will be placed evenly on the right side and at the bottom edge of the fabric, holding it firmly to prevent slipping. After trailing to the opposite edge of the cardboard, a pin is inserted in the fabric. This marking procedure will be repeated around the fabric edge, and the Trainee will determine completion by recognizing the initial pin marking.

The pin markings should be checked to determine the accurate measurement and remeasure if necessary.

The Trainee will follow the pin markings and turn the hem to the wrong side of the fabric. As she turns up the hem, the pins can be removed and used to hold the hem in the correct position. When completely turned up, the width of the hem is rechecked and necessary adjustments are made.

The Trainee will then thread a needle and proceed with sewing in the hem. To determine the correct hemming stitch length, the thumb holding the hem edge will be used as a guide. The needle and thread will be inserted into the fabric, and the Trainee will locate her thumb with the needle in order to know where to come back through the fabric. She will move her thumb approximately ½ inch along the hem edge and repeat the hem stitch. One must anticipate the possibility of stitches showing through on the right side of the fabric and practice picking up the correct amount of fabric on the needle.

The Trainee will be provided with the opportunity to utilize the marking technique for various size hems, and to cut off fabric for shortening a dress.

Note: *This marking procedure is the same regardless of the measuring device used.*

Suggested Experiences for Further Evaluation

The Trainee will independently sew in a hem on a personal garment.

The Trainee will hem drapes, curtains or towels.

The Trainee will shorten and hem a garment.

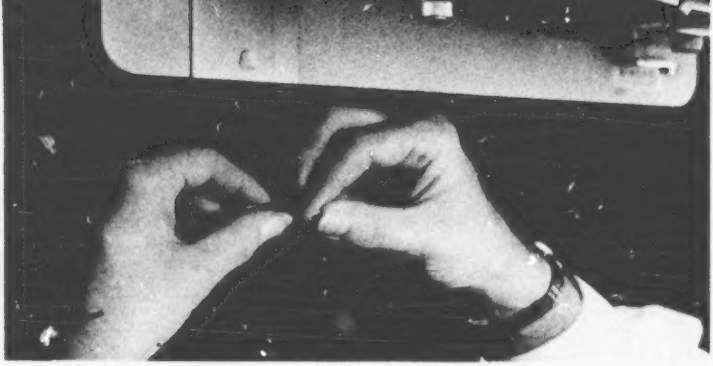
OBJECTIVE D

The Trainee will hand sew a seam. In doing so, she will be able to:

- –evenly adjust seam edges and accurately pin two pieces of fabric together;
- –apply needle threading procedures;
- –use the back stitch to neatly sew a seam together along the seam line.

Suggested Learning Experiences and Procedures

The Trainee will place the right side of two pieces of fabric to-



gether and adjust the seam edges until they are even. Pins are then inserted approximately ⅝ of an inch from the fabric edge to catch both thicknesses of fabric. Starting at one end of the seam, she will insert the needle and thread at the seam allowance on the underneath side and bring it to the thumb on the top side of the fabric. The thumb should not be moved. She will tactually locate her thumb with the needle and trail down the thumbnail to the fabric. The needle will be immediately inserted into the fabric to make the back stitch, pushing it through to the underneath side and taking another stitch, approximately ¼ of an inch in length. Using the index or middle finger on the underneath side of the fabric as a guide, this stitch is continued, inspecting periodically to assure the needle is inserted in the proper position on the top side to make the back stitch. The Trainee will check the stitches by pulling the seams apart; if the seam is loose, the stitch is incorrect and if the seam is firm, the stitch is correct.

Suggested Experiences for Further Evaluation

The Trainee will repair seams in her personal garments by hand.

The Trainee will use the back stitch to sew in or replace zippers.

UNIT VII
ADVANCED SEWING

OBJECTIVE A

The Trainee will safely operate the sewing machine. In doing so, she will be able to:

- –adjust and use a seam guide for various seam widths;
- –accurately thread the sewing machine and fill the bobbin;
- –sew a straight seam of varying widths without sewing over pins;
- –tactually check that the seam width is correctly sewn;
- –use the sound of the machine to maintain proper speed control;
- –identify the sounds of an improperly threaded machine and make proper corrections.

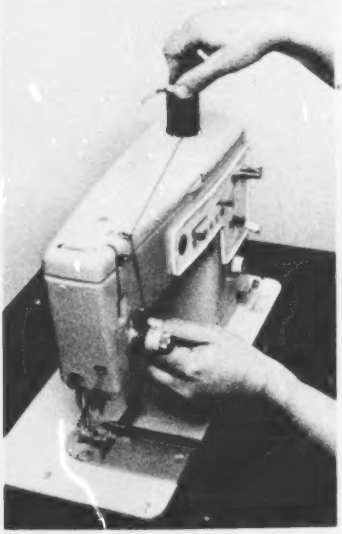
Suggested Learning Experiences and Procedures

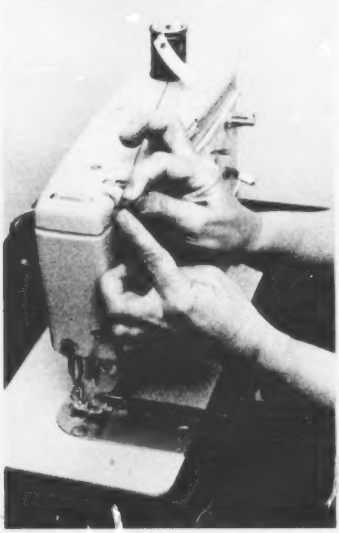
The Trainee will systematically investigate a sewing machine and compare the location of machine parts to her own machine. Particular attention will be paid to thread guides, bobbin, and stitch regulator. The seam guide should be tactually noted; and the Trainee will practice adjusting it to various seam widths. Tape should be used for marking frequently used seam widths, such as ⅝ of an inch, if the throat plate is not marked. It should be noted that on most machines a ¼ of an inch seam can be made by lowering the presser foot and placing the seam guide against it.

After plugging the cord into the electric receptacle, the Trainee will familiarize herself with the speed control. She will practice adjusting the pressure to the desired speed. Also, she will listen to the sound of the machine when the speed is right for efficient control of the fabric.

Using a piece of paper, the Trainee will practice operating the sewing machine keeping the fingers in front of the seam guide. She will also practice using the seam guide by sewing the paper ⅝ of an inch from the edge. Accuracy will be determined by tactually checking the needle indentations on the paper. This experience will be repeated using a piece of fabric.

The Trainee will thread the machine following thread guides





right to left. Using a self-threading sewing machine needle, or a wire loop needle threader, the sewing machine needle will be threaded.

The Trainee will fill a bobbin, following manufacturer's directions, and place it in the bobbin case.

Two pieces of fabric will be pinned, applying the pinning techniques for hand sewing seams. The Trainee will then practice sewing a 5/8 of an inch seam removing the pins as she sews. It is important to be aware of the machine sound when it is stitching

properly as opposed to the sound when improperly threaded. While sewing, it is necessary to adjust the fabric periodically as it slides along the seam guide. She will examine the stitching line and determine the accuracy of the ⅝ of an inch seam after completing each seam.

Practice sewing various seam widths is necessary to become confident in the ability to operate the machine safely and sew accurately.

Suggested Experiences for Further Evaluation

The Trainee will use the sewing machine for mending garments and household items, such as sheets.

The Trainee will use the sewing machine to construct a simple apron.

OBJECTIVE B

The Trainee will construct a garment. In doing so, she will be able to:

- –tactually identify and name the pattern pieces and describe garment construction procedures;
- –purchase and preshrink the fabric;
- –give direction to a sighted person to have a pattern cut out of heavy brown wrapping paper and adjusted to proper fit;
- employ systematic tactual procedures to:
  - lay out a pattern on the straight grain of the fabric;
  - cut out the fabric from a pattern;
  - organize and mark cut-out pattern pieces;
  - pin pattern pieces together accurately:
  - sew pattern pieces together;

insert a zipper neatly, using a back stitch.

Suggested Learning Experiences and Procedures

Purchase and Prepare Fabric: The Trainee and instructor will discuss selecting an appropriate pattern based on the Trainee's ability and past experiences. If the Trainee is unsure of the correct size pattern, measurements must be taken before purchasing to assure proper fit. The Trainee may select a pattern she has previously used or purchase a new one. Accompanied by the instructor, the Trainee will purchase a pattern, fabric, and notions. This provides the Trainee with the opportunity to select her own pattern and fabric after verbal description by the instructor. This instruction will better equip her to secure the information she needs when selecting patterns and fabric independently. Methods of preshrinking various fabrics will be discussed and purchased fabric will be preshrunk.

Preparing and Adjusting Pattern: Before the Trainee cuts out the pattern, the instructor will make pattern adjustments, such as increasing hip measurements. The instructor will also transfer the

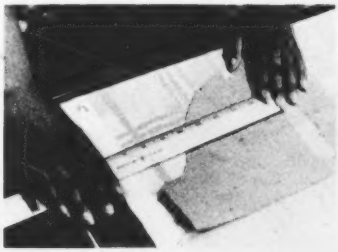
tissue pattern to heavy wrapping paper. The heavy wrapping paper provides necessary tactual feedback for the Trainee when cutting out the pattern. As the instructor cuts out and marks the pattern, she should explain the procedures to the Trainee, so the Trainee can in turn have a sighted person perform this function thereafter. Example: Masking tape to mark darts and straight grain of fabric.

Laying out Pattern: The Trainee will lay the fabric out on a cutting board, right sides together and selvage edges of the fabric even. She will tactually smooth out the fabric toward the folded edge and adjust if indicated.

Before laying the pattern on the fabric, the Trainee will tactually identify pattern pieces, understand tape markings, and discuss the procedures necessary for accurate placement on the fabric.

In placing the pattern on the fabric, the large pattern pieces should be placed first. The Trainee will begin with those pieces that go on the fold and then those pieces that must be positioned by following the tape markings for straight grain of fabric.

To place the pattern on the straight grain of the fabric, the Trainee will tactually locate the tape marking. She will estimate placing it vertically to the selvage edge. To accurately place the pattern on the fabric, she will slide a ruler to the tape marking and place it horizontally to the selvage edge. With the index finger and thumb, the Trainee will grasp the ruler at the selvage edge and slide the ruler against the masking tape noting the variation in the amount of fabric under the finger and thumb. The pattern should be secured by inserting a pin in the center and continue pinning the pattern on the fabric by recalling pinning procedures.



Cutting out Fabric: The Trainee will tactually investigate and cut out the pattern pieces. The large pieces will be cut out first. One method will be to use the index, middle, and ring fingers of the less dominant hand as guides for cutting along the pattern edge. The top blade of the scissors will be in contact with the fingertips and the bottom blade will be tactually discernible through the fabric as she cuts.

Another cutting method involves using the thumb and index finger of the less dominant hand as guides. The thumb should rest on the edge of the pattern and against the top blade of the scissors. The index finger will be opposite the thumb on the edge of the pattern so as to guide the scissors along the edge of the pattern. The Trainee will decide which method works best for her. While cutting, the Trainee should adjust the scissors when there are tactual or sound changes, such as scissors cutting paper, or too much fabric beyond the pattern.

Note: *The Trainee may develop her own variation of these methods to facilitate cutting out fabric.*

Organizing and Marking Cut-Out Pattern Pieces: After all of the pattern pieces have been cut out, the Trainee will organize the pattern pieces into units of construction, such as skirt pieces placed together, sleeve and collar pieces placed together. She will mark, with pins, any tactual identification that is necessary for construction, such as darts. All darts should be marked first on the wrong side of the fabric, placing pins opposite one another and one at the point. The Trainee will then match the pins by folding the dart in the center, and pinning the fabric together on the stitching line with the heads of the pins toward her. The pin will be removed at the point of the dart and repositioned at a right

angle along the folded edge. This pinning procedure is necessary because the pins become the sewing guide and will be removed as the dart is stitched.

Sewing of a Garment—Example: Shift: In assembling the garment, if there is a zipper, it should be the first procedure. The Trainee will initially practice this procedure on scrap pieces of material.

The Trainee will measure the zipper opening on one piece of the fabric and mark the zipper ending with a pin placed at right angle to the seam. The two sections of the garment will then be pinned together with the heads of the pins toward her. The top of the center seam should be pinned, then the bottom, and finally the remainder of the fabric between the two points should be pinned so as not to stretch the fabric. Using the seam guide, the Trainee will stitch the seam from the bottom of the garment to the pin marked for the end of the zipper using a regular stitch. She will then stitch from the pin marking to the top using a basting stitch, either by machine or by hand. The seam will then be pressed open.

To put the zipper in, the Trainee will open the zipper, and with the top of the zipper placed face down, place one side of the opened zipper against one side of the pressed-open seam. The teeth of the zipper should be placed along the stitching line of the seam, and, the zipper tape will be approximately ⅛ of an inch from the seam allowance of the garment. The zipper should then be closed and pinned along the other side of the tape and garment. She will then stitch the zipper by hand using the back stitch, starting on the right side of the fabric at the neck edge. The teeth of the zipper will be used as an additional guide for making stitches

¼ of an inch from the seam line.

After the zipper has been inserted, the Trainee will sew in all darts and shoulder seams where applicable. The neck facings or collar will be the next unit of construction. If a sleeve is to be set in, the Trainee might mark the left sleeve on the wrong side of the fabric with a safety pin to ensure placement of the correct sleeve into the armhole. She will cap the sleeve, then place the right sides of the garment together and insert the sleeve into the armhole. Pins will be placed at underarm seams and shoulder seams. The sleeve cap will be fitted into the armhole by pinning along the seam line and adjusting fullness. The sleeve will then be stitched in place using a regular machine stitch. Next, the Trainee will pin the side seams together along the seam line including the sleeve seam. At this point, she will try on the garment to check for proper fit. The side and underarm seams will be stitched by the Trainee using a regular machine stitch and the seam pressed open. This method could also be used by the Trainee for inserting armhole facings. To finish the garment, sew the sleeve and bottom hems.

Note: *During a fifteen week program, a Trainee can make one garment with supervision and another with only partial supervision, while receiving instruction in another phase of construction. More complex sewing procedures, such as top-stitching, inserting pockets, and button holes will be shown to the Trainee if she has had extensive experience.*

Suggested Experiences for Further Evaluation

The Trainee will travel to a fabric store either independently or with a volunteer. With the aid of verbal description by a salesperson or the volunteer, she will select a pattern, fabric, and notions.

PROGRESS CHART
Cover Sheet

Date _____

The following pages give a detailed report on

_____ for each of the skill courses that he/she took while in training at The Greater Pittsburgh Guild for the Blind. In addition, pertinent comments by the course instructor are included for each course. The rating system is as follows:

0—No instruction given.
1—Independent, no limitations.
2—Requires more practice, need not be supervised.
3—Requires additional supervised practice and instruction.
4—Received instruction. The prediction is that the individual will always need supervision and/or assistance in this activity.
5—No instruction given, is independent in this activity.

COURSES NOT SCHEDULED

Code

A. Trainee's skills proficient to meet personal needs.
B. Not scheduled at this time due to other courses being more essential.
C. Physical limitations of Trainee would interfere with the successful completion of the course.
D. Psychological limitations of Trainee would interfere with the successful completion of the course.
E. Not indicated because of sufficient and/or stable vision.
F. Trainee does not possess the necessary experiential background to participate in this course.

___Abacus
___Audio Device Instruction
___Braille
___Fencing
___Handwriting
___Household Arts
___Household Mechanics
___Kinesiatrics
___Language Stimulation
___Leisure Time Instruction
___Mobility
___Mobility Concept Development
___Optacon
___Sensory Training
___Social Concepts
___Spoken Communication
___Techniques of Daily Living
___Typing
___Visualization

PROGRESS CHART (Continued)
Household Arts

HOUSEKEEPING
Rating
____Bedmaking
____Dishwashing & Drying
____Counter Areas
____Floor Care
____Dusting
____Clean Gas-Electric Stove
____Clean Refrigerator
____Dishwasher

LAUNDRY
Rating
____Sorting
____Automatic Washer & Dryer
____Ironing Straight Pieces
____Ironing Blouses/Shirts
____Hand Washing

APPLIANCE OPERATION AND SAFETY
Rating
____Gas Stove
____Electric Stove
____Safety Techniques:
____Surface Burners
____Ovens
____Knives
____Electric Skillet
____Braille Timer
____Can Opener
____Blender
____Waste Disposal

FOOD PREPARATION
Rating
____Orientation in Kitchen
____Kitchen Organization
____Kitchen Utensils
____Pouring Hot & Cold Beverages
____Spreading Techniques
____Measuring Liquids
____Measuring Solids
____Mixing & Blending Ingredients
____Peeling, Dicing & Slicing
____Boiling & Simmering Foods
____Cold Pan Method Frying
____Hot Pan Method Frying
____Oven Frying
____Quantity Frying
____Batter Foods Frying
____French Frying
____Broiling
____Vegetable Salad
____Fruit Salad
____Molded Salads
____Simple Desserts
____Cookies
____Cakes
____Pies
____Recipes
____Table Setting
____Preparing & Serving Breakfast
____Preparing & Serving Luncheon
____Preparing & Serving Dinner
____Entertaining
____Convenience Foods
____Work Efficiency

SEWING
Rating
____Needle Threading
____Buttons
____Hems
____Operation of Sewing Machine
____Advanced Sewing
____Making Garments

Initial Findings: _____

_____

Objectives: _____

_____

Final Report: _____

_____

_____

METRIC TABLE

1 inch = 2.540 centimeters = 25.40 millimeters

1 foot = 30.48 centimeters = 0.3048 meter

1 yard = 0.9 meter

1 pound = 453.59 grams or 0.45 Kilogram

1 ounce = 28 grams

1 Kilogram = 2.2046 pounds

1 liter = 1000 cubic centimeters

1 liter = 1.05671 quarts or 0.26 gallon

1 teaspoon = 5 milliliters

1 tablespoon = 15 milliliters

1 fluid ounce = 30 milliliters

1 cup = 0.24 liter

1 pint = 0.47 liter

1 quart = 0.95 liter

1 gallon = 3.8 liters

SUGGESTED TRAINING RECIPES

The following recipes can be prepared in a 40 minute class period and have proven successful to meet a variety of objectives.

1. Cinnamon Butter

1 stick butter or margarine (½ cup)
1⅓ c. powdered sugar
5 tsp. cinnamon (more or less to suit individual preference)

Combine softened butter, sugar and cinnamon with electric mixer. Blend until creamy.

This may be used for spreading to make cinnamon toast, making coffee cakes or rolls using refrigerator biscuits or yeast rolls.

2. Biscuit Mix Coffee Cake

2 c. biscuit mix
½ c. sugar
1 egg
¾ c. milk
2 T. oil

Mix ingredients by hand or mixer for 4 minutes or 100 strokes. Pour batter into a greased square pan. Place approximately 1 t. of cinnamon butter on top of batter at intervals across pan. Or, make a cinnamon and sugar topping and sprinkle evenly over the batter. Bake 350° — 30 minutes.

This basic coffee cake can be used to make upside down cakes or yellow cakes by adding 1 tsp. of vanilla.

A simple icing can be made by placing 6 oz. of chocolate chips on a hot cake, letting them melt, then spread the melted chips evenly over the cake. If desired, chopped nuts or coconut can be sprinkled over the top.

3. Pie Mix Cookies (Russian Tea Balls)

2 sticks pie crust or 1 package of dry pie mix
5 T. sugar
1 T. water
2 t. vanilla
¾ to 1 cup chopped nuts

Set oven to 325°. Crumble pie crust sticks into mixing bowl, add sugar, blend. Add water, vanilla and nuts, mixing with a fork or

fingers. Dough will be the consistency of pie crust. Shape into balls the size of a small walnut. Bake 20 mins. Cool, then roll in powdered sugar. Yield — 20-24 cookies.

4. Cake Mix Cookies

1 small cake mix
1 egg
2 T. shortening or butter

Set oven 375°. Any flavor of cake mix may be used. Place all ingredients in a mixing bowl and blend with an electric mixer or spoon until batter clings to the beaters or beat by hand. Chocolate chips, raisins, nuts, coconut may be added for variety. Shape into balls the size of small walnut. Bake 10 min. Yield: 1½-2 doz.

5. Broiled Hamburgers

Salt and pepper ground meat, add worchestershire sauce and garlic (if desired). Add small bits of butter and mix all together. Mold as you would a fillet and wrap with bacon, using toothpicks to hold the bacon on the patty.

Preheat the broiler 10 minutes. Place meat on broiler pan and let broil a half minute, then turn and broil another half minute. Now turn off the broiler and let the patties stay in the broiler for 30 minutes. May be served with mushrooms or mushroom soup.

6. Baked Tuna Burgers

1 can tuna—drained
1 T. celery flakes
1 t. parsley flakes
1 T. onion flakes
1 T. soft butter
¼ c. milk
1 c. bread crumbs or 2 pieces bread soaked in the milk
½ t. lemon juice
1 egg

Set oven to 350°.

Mix all the ingredients well. Shape into patties and place on greased cookie sheet. Or, shape into cones and place in greased muffin tins. Bake 20 min.

NOTES